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ABSTRACT

This publication focuses on 14 colleges and universities that are successfully meeting the challenge of preparing middle level teachers. After the Foreword (John H. Swaim), the 16 chapters are: (1) "Middle Level Teacher Preparation in Perspective"; (2) "Elizabeth City State University" (Eloise B. Roberts); (3) "Georgia Southwestern College" (Lynn H. Frisbie and Edgar F. Peterson); (4) "Highpoint University" (Bill Anderson and Dennis Carroll); (5) "The University of Kentucky" (John H. Buckner); (6) "The University of North Carolina at Greensboro" (John Van Hoose and David Strahan); (7) "California State University San Marcos" (Janet E. McDaniel, Francisco A. Rios, and Laura Stowell); (8) "San Francisco State University" (Marvin Silverman and Judith Fox Blomberg); (9) "University of Northern Colorado" (John Swaim and Barbara Whinery); (10) "Belmont Abbey College" (Larry Allred, Artin Arslanian, Aidan Dunleavy, and Edwin West, Jr.); (11) "University of Arkansas at Fayetteville" (Samuel Totten, Jon E. Pedersen, Sherry J. Wilson, and William Nielsen); (12) "Willamette University" (Rosalyn Edelson and Karen Hamlin); (13) "Maryville University" (Mary Ellen Finch and Katharine D. Rasch); (14) "University of Wisconsin-Platteville" (Tom Lo Guidice and Martin Tadlock); (15) "The Vermont Middle Grades Professional Development Collaborative" (Judy Carr, and others); and (16) "Creating a Sustainable Future." Appendices provide course syllabi from Belmont Abbey College, Maryville University, University of Kentucky, and Vermont Middle Grades Professional Development Collaborative. Each chapter contains references. (ND)

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The Professional Preparation of Middle Level Teachers: Profiles of Successful Programs

The Professional Preparation of Middle Level Teachers: Profiles of Successful Programs

C. Kenneth McEwin

Thomas S. Dickinson

NATIONAL MIDDLE SCHOOL ASSOCIATION

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NATIONAL MIDDLE SCHOOL ASSOCIATION

Ken McEwin and Tom Dickinson are names well known to middle level educators and NMSA members. Dr. McEwin is Professor of Education, Appalachian State University, Boone, North Carolina and Visiting Professor at the University of North Carolina at Chapel Hill. Dr. Dickinson is Associate Professor of Education at Indiana State University, Terre Haute, and former Editor of the *Middle School Journal*.

The Association is grateful to these leaders in teacher education for organizing, developing, and editing this important publication, the only one of its kind. Appreciation is also expressed to the authors of the fourteen chapters detailing the middle level programs at their institutions.

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To William M. Alexander

Scholar, teacher, author, pathfinder, mentor, gentleman, and friend

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Foreword

Will the ultimate degree of success achieved by the middle school movement be limited because too few teachers are being prepared with the specialized knowledge, skills, attitudes, and dispositions needed to be highly successful teachers of young adolescents? Will the middle school concept remain only an educational ideal because sufficient numbers of appropriately prepared professional personnel are not available to carry it forward? Will the middle school, like the junior high before it, fall victim to a shortage of teachers who have the knowledge to make middle school programs and practices developmentally responsive? Such questions are crucial to the future success of the middle school movement.

The Professional Preparation of Middle Level Teachers: Profiles of Successful Programs brings a new sense of optimism to the concern about the relatively small number of special middle level teacher preparation programs. In a positive, yet realistic manner, this new publication focuses on a number of colleges and universities that are successfully meeting the challenge of preparing middle level teachers. Programs such as the ones featured in this book are helping to assure that there will be teachers adequately prepared to carry out middle level educational ideals as we approach the twenty-first century.

The fourteen teacher preparation programs profiled provide encouraging evidence of a renewed commitment to develop specialized middle level professional teachers. However, the data presented in Chapter One, which document the painfully slow growth of middle level licensure and specialized middle level teacher preparation, make it clear that much remains to be accomplished.

A commonly accepted understanding in middle level education is that although there is a common set of beliefs which underlie middle level education, there are varied ways in which these beliefs can be put into practice. The same concept applies to middle level teacher preparation. The authors do not present the fourteen middle level teacher preparation programs as the only models for success, but rather encourage and challenge others to follow the initiatives of these institutions on their own campuses. There are many ways by which teacher preparation programs can meet the goal of preparing personnel who are knowledgeable about and committed to young adolescents: teachers able to create developmentally appropriate educational environments. This becomes very evident as the diverse programs are read.

Not only do these programs represent a variety of approaches, but the backgrounds and settings of the sponsoring institutions are just as varied. Large state universities, small private colleges, and programs at all degree levels are included. The idea that middle school teacher preparation programs will only thrive in ideal circumstances is not borne out after examining the conditions in that several of these programs exist. However, one characteristic which all these programs have in common is a commitment on the part of faculty and administration to middle level education and to the preparation of teachers for the middle level. Many of those describing their programs credit much of their success to the support received from their own institutions. This helps dispel the myth that existing teacher preparation programs are forever locked into an elementary/secondary format that excludes special middle level teacher preparation.

It is also clear that there is a high correlation between the exemplary nature of these programs and the *National Middle School Association/National Council for Accreditation of Teacher Education-Approved Curriculum Guidelines* (1991). The Guidelines were created to embody the basic ideals of middle level teacher preparation that, when put into practice, prepare individuals to be highly competent middle level teachers. Although some of the programs presented were established before the Guidelines were released, all the programs presented reflect the essence of the Guidelines. It is assuring to know that not only do the Guidelines affirm these exemplary programs, but that these exemplary programs affirm the Guidelines.

After reading this book, one feels reassured that there are teacher educators who believe that one of the best ways to sustain the recent gains made in middle level education and to move forward is to prepare teachers specifically for teaching young adolescents. However, as reassuring as this may be, efforts to establish special middle level teacher preparation programs where they do not exist and improve the effectiveness of those already established must continue. Otherwise, much of the potential of the middle school movement may be lost with young adolescents paying the ultimate price of this inaction. Young adolescents need and deserve to be taught by middle level teachers who have the special professional preparation to serve them well. This volume offers many insights into ways of designing the preparation programs needed. It is a welcome addition to the teacher education literature, and it deserves careful study.

John H. Swaim
Co-chair, Professional Preparation
and Certification Committee, NMSA

1

Middle Level Teacher Preparation in Perspective

A problem of greatest importance lies in securing teachers for the junior high school. … A type of teacher is needed that has some knowledge of child and adolescent psychology, and that appreciates the true pedagogical value of subject matter — in other words, a teacher that has the 'junior high school idea.'

— Douglass, 1920, p. 96

The junior high school should be staffed with dedicated and highly qualified men and women especially trained for work with young adolescents.

— Van Til, Vars, & Lounsbury, 1961, p. 504

Teachers in middle grades schools should be selected and specially educated to teach young adolescents. *— Carnegie Council, 1989, p. 58*

A perennial roadblock to excellence in middle level education is the practice of staffing middle level schools with teachers and other professional personnel who have no special preparation for teaching or working in other ways with young adolescents.

— McEwin, 1992a, p. 369

To a large extent, the middle school movement stands in a position similar to the junior high school movement at the early and mid-century — while vital at the school level, it remains in desperate need of appropriately trained staff to advance and secure its mission.

— Dickinson & Butler, 1994, p. 184-185

These citations illustrate the long and frequently expressed history of calls for the specialized professional preparation of teachers of young adolescents. Unfortunately, these calls have remained largely unheeded in the vast majority of teacher preparation institutions. The complex set of reasons for the failure of teacher preparation institutions, state departments of education, and other institutions and agencies to design and implement specialized middle level preparation programs and their accompanying specialized licensure requirements need not be discussed here in detail. However, these reasons are powerful and, for the most part, have succeeded in making the needs of young adolescents subservient to bureaucratic needs to staff middle level classrooms whether or not the teachers assigned there have any specialized middle level professional preparation.

Factors which stymie and complicate this issue include:

a. ignorance, the lack of knowledge about the special characteristics and needs of the age group;

b. too few advocates at the university and other levels in the profession;

c. the desire for a plentiful supply of teachers who are licensed to teach any age group;

d. a lack of knowledge among the public about what middle level curriculum, teaching, and schooling should be like;

e. the cost of establishing new teacher preparation programs in a time of diminishing resources, which might mean that established programs receive fewer resources;

f. the limited number of exemplary middle level teacher preparation programs available to serve as models;

g. problems, real and/or perceived, with other teacher preparation programs (e.g., lack of success, low prestige);

h. a lack of demand in the field for specially prepared middle level teachers (i.e., the willingness of employers to settle for teachers prepared to teach in elementary and senior high schools);

i. licensure regulations which do not require special middle level preparation;

j. a lack of prestige for teaching this "difficult and crazy age group";

k. the difficulty middle level teachers experience in trying to find graduate programs that focus on what middle level teachers need to know and be able to do;

l. the popular perception regarding the low appeal of teaching young children;

m. an interest in teaching a single subject area "in depth";

n. a low confidence level on the part of teachers in their ability to teach the age group effectively; and,

o. the general practice of ignoring the needs of young adolescents and their teachers, while the students "pass through a stage" (McEwin, 1992a; Eccles & Midgley, 1990).

While many of the reasons listed above are based on false information and stereotyped myths about the nature, needs, and behaviors of young adolescents, they remain, nevertheless, powerful influences and must be debunked so that progress can be made in the movement to establish and maintain high quality middle level teacher preparation programs.

The status of middle level teacher preparation

A major reason for the lack of teachers with special preparation to teach young adolescents lies not in the unwillingness of prospective and practicing middle level teachers to enroll in these programs, but to the unavailability of undergraduate and graduate middle level teacher preparation programs. For example, results from a 1993 study, which obtained information from 2,139 middle school teachers, revealed that 71 percent did not believe a special middle level teacher preparation program was available when they began their professional preparation (Scales & McEwin, 1994). In other cases these programs are available, but completing them successfully does not result in distinctive licensure that recognizes and requires such preparation.

Recent national research studies have found that the majority of institutions with teacher preparation programs have failed to establish specialized middle level programs (Alexander & McEwin, 1988; McEwin, 1992b). Results from a national survey of institutions with teacher preparation programs conducted in 1991 indicate that only limited progress has occurred in the provision of special preparation programs for middle level teachers (McEwin, 1992b). Surveys were mailed to 1010 departments, schools, and colleges of education with 715 responding (71%). Forty-five percent of these institutions were public and 55 percent were private. Only thirty-four percent reported having a specialized middle level teacher preparation program at some degree level.

Table 1 shows the numbers and percentages of institutions with special middle grades teacher preparation programs by degree level. Percentages given reflect those based on the total study as well as those of institutions with a specialized program at some degree level. The undergraduate level was clearly the most popular. Thirty-one percent of all institutions had undergraduate middle grades teacher preparation programs and 91 percent of institutions that reported a specialized program at some level included an undergraduate one. The masters degree was second most frequently offered.

TABLE 1

Institutions With Special Middle Level Teacher Preparation Programs, 1991

Degree	Number With Special Programs	Percent of Total Study With Special Programs	Percent of Institutions With Special Programs*
Undergraduate	220	31	91
Masters	120	17	50
Specialist	25	4	10
Doctorate	13	2	5

*Programs with special middle level teacher preparation programs at some degree level

Table 2 shows the percentages of institutions with certain types of middle level teacher preparation programs. The major specialization, one equivalent to a full degree program in elementary or secondary education, is the most popular plan at the undergraduate level. However, even at this basic teacher preparation level, 43 percent of programs consisted only of add-on requirements or special middle level courses. The same pattern existed for the other degree levels.

TABLE 2

Percents of Program Types By Degree Level, 1991

Program Type	Undergraduate	Master	Specialist	Doctorate
Major Specialization	57	71	85	36
Add-On Program	35	16	8	21
Special Courses	8	13	7	43

Enrollment in the middle level teacher preparation programs was relatively low (Table 3). For example, 38 percent of undergraduate programs and 52 percent of masters level programs enrolled 25 or fewer students. No specialist program reported having more than 50 students enrolled. It is certain that adequate numbers of specially prepared middle level teachers are not being prepared in our nation's teacher preparation programs.

TABLE 3

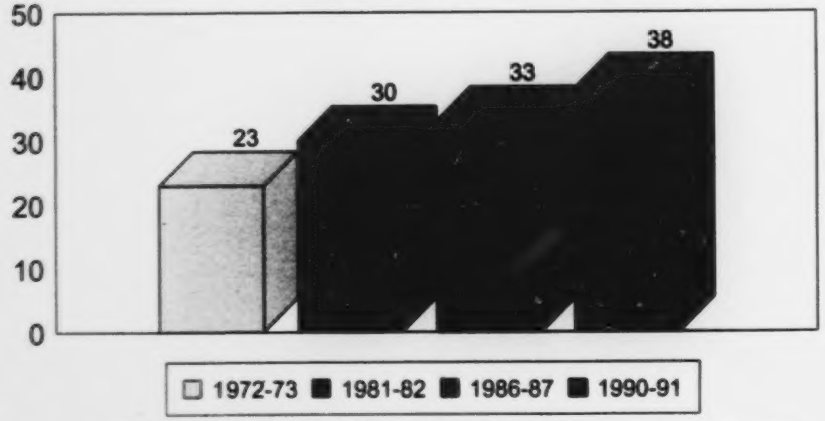
Percents of Enrollments In Special Middle Level Teacher Preparation Programs, 1991

Enrollment	Undergraduate	Master	Specialist	Doctorate
0-25	38	52	79	100
26-50	19	24	21	0
51-75	9	6	0	0
76-100	7	6	0	0
101-125	5	3	0	0
126-150	3	0	0	0
Over 150	19	9	0	0

To examine trends in middle level teacher preparation, results from this study were compared with similar earlier ones (Gatewood & Mills, 1973; Alexander & McEwin, 1982; Alexander & McEwin, 1988). Since these earlier studies included only institutions that were members of the American Association of Colleges of Teacher Education, data from this study were also analyzed on that basis. Therefore, some data reported here are different from that previously discussed because of the different samples selected from the total data base — total study vs. AACTE institutions only. For example, although 34 percent of the total sample of all teacher preparation programs reported a specialized middle level teacher preparation degree at some level, when the data were analyzed using only AACTE member institutions (85% of total sample), 38 percent reported having these programs. Using these comparable data bases, the number of member institutions with specialized middle level teacher preparation programs had increased from 23% in 1973 to 38% in 1991 (Figure 1). It is also encouraging to note that the percentage of institutions with special middle level teacher preparation programs has increased at all degree levels since the 1982 study (Alexander & McEwin). For example, the percent of AACTE institutions with specialized middle school teacher preparation at the undergraduate level have increased from 53 to 57 percent (Table 4).

FIGURE 1

Percents of AACTE Institutions with Special Middle Level Programs



1972-73: Gatewood & Mills (1973); 1981-82: Alexander & McEwin (1982); 1986-87: Alexander & McEwin (1989); 1990-91: McEwin (1992b)

TABLE 4

Percents of AACTE Member Institutions Offering Certain Program Types, 1981-82 and 1990-91

Program Type	Undergraduate		Master		Specialist		Doctorate	
	1982	1991	1982	1991	1982	1991	1982	1991
Major Specialization	53	57	52	71	64	85	28	36
Add-On Program	31	35	33	16	17	8	28	21
Special Courses	16	8	15	13	19	7	44	43

While progress in establishing special middle level teacher preparation programs has been steady, it has been extremely slow. The provision of undergraduate middle level teacher preparation programs has increased from 23 percent in 1973 (Gatewood & Mills) to 29 percent in 1982 (Alexander & McEwin), to 30 percent in 1987 (Alexander & McEwin, 1988), to 38 percent in 1991 (McEwin, 1992b). Thus, as shown in Figure 1, a gain of only 15 percent has been accomplished in 18 years! At this rate of progress, many decades will pass before all teachers of young adolescents will have the opportunity to receive professional preparation focused on middle level teaching. On a more positive note, one-fourth of respondents from institutions without special middle level teacher preparation programs indicated that such programs were being planned for the future, and an additional 8 percent stated that such future plans were being considered (McEwin, 1992b).

The 1987 Alexander & McEwin study (1988) found some encouraging trends in the nature of middle level teacher preparation programs. Courses and field experiences considered essential in middle level teacher preparation programs were required in the majority of programs. The 1991 study revealed increases in field experiences at both the undergraduate and graduate levels (McEwin, 1992b). However, some disturbing trends were discovered (Table 5). The percentages of middle level teacher preparation programs including one or more courses on the middle school concept and the middle level learner had declined at the undergraduate and graduate levels. Smaller decreases in the number of programs requiring two or more teaching field concentrations were also reported. For example, the percentage of programs including a course on the middle school concept had declined from 71 percent in the 1986-87 study to 61 percent in 1990-91. Respondents were not asked to explain their rationale for the nature of their programs. Therefore, it is not known whether topics typically included in a separate course, such as the middle school concept, are included in other courses, or if many of the programs had serious deficiencies. A "middle level curriculum course" and "broad academic concentration" were added as options on the 1991 survey (Table 5). Sixty-six percent of institutions reported a middle level curriculum course at the undergraduate level and 82 percent at the graduate level. It is encouraging that this percentage of institutions includes a separate course focusing on this important topic. An additional positive finding was that 83 percent of institutions reported requiring broad academic concentrations at the undergraduate level, with 67 percent requiring them at the graduate level (McEwin, 1992b).

Whatever conclusions are drawn from these data, all those responsible for the preparation of middle level teachers need to carefully examine the curriculum and field experiences included in preparation programs at their institutions to make sure that prospective and practicing middle level teachers are receiving a high quality program which focuses directly on teaching young adolescents.

TABLE 5

Courses and Experiences Included in Middle Level Programs at AACTE Member Institutions

Courses/Experiences	1986-87	1990-91	1986-87	1990-91
Field Experiences	89	91	47	52
Middle School Concept	71	61	78	68
Middle Level Curriculum	—	66	—	82
Middle Level Learner	63	59	71	64
Reading	62	61	53	60
Academic Concentrations				
One	40	41	25	30
Two	47	38	22	21
Three or more	2	<1	3	0
Broad Concentration	—	83	—	67
Other	14	22	20	27

Special preparation and the middle level teacher

Considering the scarcity of specialized preparation programs for middle level teachers and the licensure requirements which sustain them, it is not surprising that the majority of currently practicing middle level teachers have had no special preparation for teaching young adolescents. Most middle level teachers have been prepared in elementary education programs which focus on teaching young children or in secondary ones which deal primarily with content area knowledge. As a result, many middle level classrooms are staffed with teachers whose interests and professional preparation are focused on other grade levels and other developmental age groups.

The assumption that most middle level teachers have little or no special middle level professional preparation was substantiated by a eight-state survey of fifth through eighth grade teachers conducted in 1991 (Scales, 1992). Only 17 percent of the middle grades teachers had received special middle level preservice preparation. The sample population for this study consisted of middle level teachers without regard to whether or not they taught in a middle school per se. An additional study was conducted in 1993 (Scales & McEwin, 1994) that examined the impact of high quality middle level teacher preparation programs. Survey instruments were sent to grades 6-8 middle schools in five states that had "authentic" (Valentine & Mogar, 1992) middle level teaching certificates, with responses being received from 2,139 teachers (79% response rate). Even in these states that had special middle level teaching certificates and contained 57 percent of the nation's special middle level teacher preparation programs, only 22 percent of middle school teachers reported having had undergraduate professional preparation in "a program specifically designed for middle grades teaching." Fifty-six percent of teachers with graduate degrees in these states indicated that their most recent preparation was for the middle level. When both undergraduate and graduate degrees were considered, approximately 55 percent of middle school teachers in these five states had some special middle level teacher preparation at some degree level.

Additional findings from this study have important implications for middle level teacher preparation. These results include: (a) teachers prepared in special middle grades programs were more likely to have had program components considered in the literature to be essential for successful middle grades teaching; (b) the more middle level courses taken by preservice teachers, the more likely they were to rate their preparation program highly; (c) teachers who were graduates of comprehensive middle level preparation programs were more likely to rate their programs favorably in the areas of cultural and language diversity than were those with less comprehensive ones; and, (d) teachers who held the authentic middle level teaching license were significantly more likely to have had comprehensive programs and to rate those programs more favorably than teachers whose certificates were not as authentically focused on the middle level. These and other findings from this study strongly support comprehensive middle level teacher preparation programs.

Progress has been made in the five states included in this study — Georgia, North Carolina, Kentucky, Missouri, Virginia. It is discouraging, however, to realize that almost one-half of teachers in these states, in many ways a "best case scenario," have had no special middle level professional preparation.

Several national studies of middle level programs and practices have also pointed out the small numbers of middle level teachers with special middle level preparation. A 1992-93 national survey of 1,798 middle level schools found that respondents in 61 percent of grades 6-8 middle schools estimated that less than 25 percent of teachers at their school had special middle level teacher preparation (McEwin, Dickinson & Jenkins, in press). This estimate is identical to results from a 1987-88 national study which obtained the same kind of data (Alexander & McEwin, 1989). In a 1991-92 survey of middle level schools, principals estimated that only 36 percent of teachers at their schools had university coursework that focused on middle level education (Valentine, Clark, Irvin, Keefe, & Melton, 1993). These and other national studies reveal the small number of specially prepared teachers in the middle level classrooms of our nation.

Middle level teacher licensure

A major reason for the dearth of specially prepared middle level teachers lies in the failure of most states to design and implement licensure regulations which promote the specialized skills, knowledge, and insights needed to successfully teach young adolescents. Efforts were made early in the junior high school movement to institute special certificates/licensure regulations that would lead to the special preparation of teachers of young adolescents. Six states prescribed a type of certificate valid for teaching in the junior high school in 1925 (Powers) and nine states—Arkansas, California, Connecticut, Indiana, Kansas, Maine, Nevada, New Mexico, Utah—issued licensure distinct from elementary and secondary school teaching in 1932. Requirements for these special certificates ranged from one six weeks course to 18 semester hours (Floyd, 1932). However, these special licensure plans were not required and never became influential factors in the professional preparation of the large majority of junior high school teachers. Floyd concluded, in *The Preparation of Junior High School Teachers*,

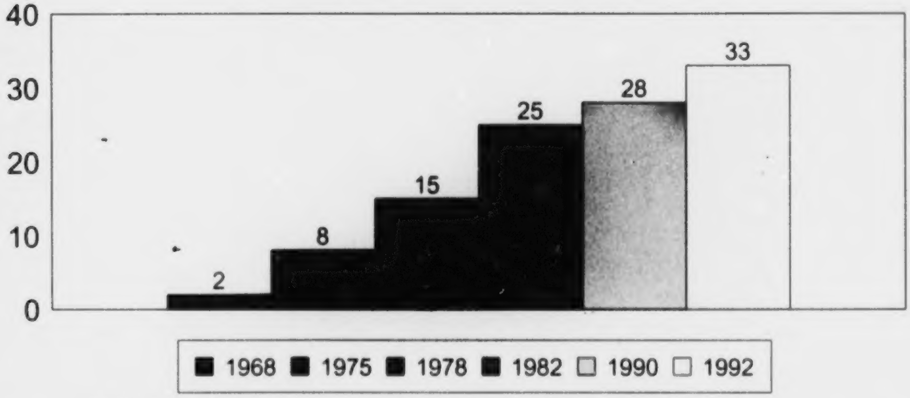
> The amount and type of preparation either in subject matter or in professional education which these junior high school teachers were found to possess does not indicate that the schools are manned by staffs of teachers trained to cope with the problems of the institution in such a fashion that the objectives of the junior high school may be achieved (1932, p. 35).

How much progress has been made in the intervening 62 years? How much longer will this issue be ignored? Who pays the price for inaction?

A national study of licensure practices conducted in 1992 found that only 33 states had specialized middle level teacher licensure/certification (Valentine & Mogar, 1992). Although this represents a substantial increase from previous years (Figure 2), many of these states have overlapping licensure regulations that fail to encourage and require prospective teachers to choose middle level preparation.

FIGURE 2

Number of States with Special Middle Level Licensure/Endorsement



1968: Pumerantz (1969); 1975: George, McMillian, Malinka & Pumerantz; 1978; Gillan; 1982: McEwin & Allen (1983); 1990: McEwin (1992a); 1992: Valentine & Mogar

One of the greatest weaknesses of middle level licensure regulations in most states with such plans is that they are available but frequently not required. Only 11 of the 33 states in the 1992 study had special middle level teacher licensure regulations that required teachers to hold them to teach in the middle grades. Furthermore, overlapping grade levels included in many plans discourage prospective teachers from selecting special middle level preparation. For example, one state's current plan includes the following options: grades pre k-3; 1-8, 4-8, 7-9 and 7-12. Given these choices, while considering future employment possibilities, many prospective teachers select programs leading to licensure in grades 1-8 or 7-12 because these grade spans make them more "marketable." These choices may indeed enhance employment possibilities, but do so at the cost of having young adolescents taught by teachers prepared to teach other developmental age groups in elementary or senior high schools.

There is a close relationship between the type of licensure available and the number of teacher preparation institutions that offer special middle level teacher preparation programs. For example, 82 percent of all middle level teacher preparation programs in 1991 were found in states where middle level licensure/endorsements were available. Additionally, 57 percent of all special middle level teacher preparation programs were found to be in only five states — states where special licensure is required for middle level teaching (McEwin, 1992b). The message here is straightforward. Special mandatory middle level teacher licensure leads to the development and implementation of special middle level teacher preparation programs.

State licensure agencies are neglecting their obligations to the public, and specifically to young adolescents, when they fail to initiate and require special regulations that govern the preparation of middle level teachers. A key function of these agencies/boards is to protect the public from incompetence. Teachers prepared to teach at the senior high school level are seldom licensed to teach young children in elementary schools and teachers prepared to teach young children are typically not permitted to teach in senior high schools. However, as noted, there is no assurance in most states that teachers of young adolescents have had a special preparation for their assignments. The belief at the middle level seems to be "any preparation will do—no specialization needed." This situation must be dramatically reversed so that the unique characteristics and needs of young adolescents will no longer be ignored.

There are many excellent teachers currently teaching in middle level classrooms. However, for the most part, these teachers have had to work hard at teaching themselves how to be highly successful at the middle level. Teachers should not have to "learn on the job" by adapting knowledge, skills, and insights previously learned about how to teach other developmental age groups. "Trial and error" teaching may eventually lead to highly accomplished teaching. However, what about the quality of teaching and learning during the interim period? Should middle level teachers not be able to begin their careers with confidence based on their initial professional preparation rather than "learning through experience?"

The special preparation of middle level teachers has too long been left to chance. Anyone doubting the authenticity of this and other related statements need only examine the degree of implementation of developmentally responsive programs and practices in middle level schools (Alexander & McEwin, 1989; Cawelti, 1988; Epstein & Mac Iver, 1990; McEwin, Dickinson, & Jenkins, in press; Valentine, et al.,1993). One reason for the failure of many middle level schools to be more responsive to the needs and characteristics of young adolescents lies in the resistance of teachers and other professional personnel to change (McEwin, Dickinson & Jenkins, in press). Due to the absence of special middle level preparation, many middle level teachers are simply unaware, and therefore resistant, to the changes that need to take place in middle level teaching and schooling. Rather, they often wish for, and try to recreate models that are a better fit for younger or older students. Clearly, the lack of specially prepared middle level teachers continues to be a major roadblock to attaining full success in the middle school movement.

Essential components

Much consensus exists concerning the appropriate nature of middle level teacher preparation programs. Key components are described elsewhere (Alexander & McEwin, 1988; McEwin, 1992a; Dickinson & Butler, 1994; McEwin, 1994; *Preparation and Certification for the Middle Level*, 1991; *NMSA/NCATE-Approved Curriculum Guidelines*, 1991) and need not be fully discussed here. However, these components usually include: (a) a thorough knowledge of the nature and needs of young adolescents; (2) a study of middle level curriculum and instruction; (c) a broad academic background, including concentrations in at least two teaching fields at the initial licensure level; (d) specialized methods and reading courses, and (e) early and continuing field experiences in good middle level schools (Alexander & McEwin, 1988, p. 48). These and related components are part of the fourteen preparation programs described in the following chapters.

There is also a growing consensus on the desirability of special middle level teacher preparation and licensure (Jenkins, D. M. & Jenkins, K. D., 1991). This support is coming from: (a) middle level principals (Valentine, Clark, Nickerson, & Keefe, 1981; Keefe, Clark, Nickerson, & Valentine, 1983; DeMedio & Mazur-Stewart, 1990); (b) middle level teachers (De Medio & Kish, 1983; DeMedio & Mazur-Stewart, 1990; Boyer, 1983; Page, F., Page, J., Dickinson, Warkentin, & Tibbles, 1992); (c) middle level university professors (De Medio & Helms, 1984); (d) foundations, for example, the Carnegie Corporation of New York (Carnegie Council on Adolescent Development, 1989) and the Dewitt Wallace-Reader's Digest Fund (Scales & McEwin, 1994); (e) the National Council for Accreditation of Teacher Education (NCATE); (f) national professional associations, for example, National Middle School Association (*This We Believe*, 1992; *Professional Certification and Preparation for the Middle Level*, 1991), National Association of Secondary School Principals (*An Agenda for Excellence*, undated), and National Association of Directors of Teacher Education and Certification (*NASDTEC Outcome-Based Standards and Portfolio Assessment*, 1993); and, (g) state departments of education, for example, California (*Caught in the Middle*, 1987), North Carolina (*Last Best Chance*, 1991), and Georgia (*Linking Services for Georgia's Young Adolescents*, 1993). Perhaps, with the combined efforts of all these stakeholders, significant progress will at last be made toward the goal of having all young adolescents taught by teachers who begin their careers with the special knowledge, skills, and insights needed to be highly successful.

Resources for middle level teacher preparation

Despite the limited progress made in recent years in the establishment of special middle level teacher preparation programs, increasing numbers of teacher preparation institutions are establishing special middle level preparation programs, and additional states are adopting special middle level licensure policies. One encouraging trend associated with this growth is an increasing number of publications and other resources focusing directly on middle level teacher preparation. Many of these resources have resulted from the efforts of the various organizations, agencies, foundations, and other stakeholders listed earlier. The following includes some that are having positive impacts. These resources were influential in the development of many of the teacher preparation programs profiled in the following chapters.

- *Turning Points: Preparing American Youth for the 21st Century* (1989). This influential publication authored by the Carnegie Council on Adolescent Development, includes a recommendation that "teachers in the middle grades should be selected and specially prepared to teach young adolescents" (p. 58).

- *Professional Certification and Preparation for the Middle Level: A Position Paper of National Middle School Association* (1991) . This publication includes the most recent official position taken (1986) by NMSA as well as an earlier 1980 position paper. A description of essential components of middle level teacher preparation is included.

- *National Middle School Association/National Council for Accreditation of Teacher Education-Approved Curriculum Guidelines* (1991). These national curriculum guidelines are a part of the NCATE folio review and accreditation process. These guidelines were developed by the National Middle School Association and approved by the National Council for Accreditation of Teacher Education.

- *The Early Adolescence/Generalist* and *Early Adolescence/English Language Arts Standards* (1994), National Board for Professional Teaching Standards. The decision of the NBPTS to establish separate and distinct voluntary certificates for highly accomplished middle grades teachers has advanced the cause of special middle level teacher preparation and provided much valuable guidance regarding what middle level teachers should know and be able to do. Standards for Science, Social Studies/History, and Mathematics also are being written.

- *Windows of Opportunity: Improving Middle Grades Teacher Education* by Peter C. Scales (1992). This study provides important information including recommendations for middle level teacher preparation and a comprehensive review of the middle level teacher preparation literature.

- *Growing Pains: The Making of America's Middle School Teachers* by Peter C. Scales and C. Kenneth McEwin (1994), reports landmark data based on responses from 2,139 practicing middle school teachers about their professional preparation. Recommendations are made for improving middle level teacher preparation based on results from several Center for Early Adolescence research projects.
- *Outcome-Based Standards and Portfolio Assessment: Outcome-Based Teacher Education Standards for Elementary, Middle, and High School Levels,* National Association of State Directors of Teacher Education and Certification (1994). NASDTEC has greatly expanded its standards for middle level teachers and stated them in an outcome-based format.
- *On Site: Preparing Middle Level Teachers Through Field Experiences* by Deborah A. Butler, Mary A. Davies, and Thomas S. Dickinson (1991). This important publication includes a number of middle level field experience models and related information.
- *A Vision of Excellence: Organizing Principles for Middle Grades Teacher Preparation* by C. Kenneth McEwin, Thomas S. Dickinson, Thomas O. Erb, & Peter C. Scales (in press). This publication provides a curricular framework for the establishment of exemplary middle level teacher preparation programs.
- *Meeting the Standards: Improving Middle Level Teacher Education* by John Swaim and Greg Stefanich (work in progress). This publication highlights exemplary program components that meet *National Middle School Association/National Council for Teacher Education-Approved Curriculum Guidelines.*

These and similar resources were unavailable even a very few years ago. They offer assistance, direction, and hope that future generations of young adolescents will be taught by teachers with special preparation to do so. The following 14 chapters demonstrate in powerful and encouraging ways how quality middle level teacher preparation programs can be planned, implemented, and maintained.

Prerequisites to full success

There seem to be some prerequisites for reaching the goal of all young adolescents being taught by teachers who have received special preparation focusing on the students' needs and characteristics. These, in the views of the authors, seem especially important, but are not intended to be inclusive: (a) teacher preparation must undergo a major reform which seeks and receives support and assistance from highly accomplished classroom teachers in field settings which are exemplary; (b) special preparation of middle level teachers must become the "rule" rather than the exception; (c) a renewed commitment to interdisciplinary/multidisciplinary teaching must become powerful and successful—it must become the norm; (d) middle level licensure, and therefore middle level teacher preparation, must become mandatory; (e) elimination of the "anybody can teach the middle grades with any kind of teacher preparation" attitude must be accomplished; (f) bureaucratic remedies for quickly filling empty classroom must not predominate; (g) early and continuing field experience in the middle grades must precede licensure; (h) professors must be employed who have a deep knowledge of middle level teaching to serve as instructors and advocates of middle level programs; and, (i) all middle level teacher preparation programs, undergraduate and graduate, must be carefully examined to assure that the components they contain reflect the knowledge base of middle level teacher preparation. The authors do not believe that these prerequisites are illogical or impossible to accomplish.

A call to action

During a 1982 interview, William T. Gruhn, respected authority on the junior high school, was asked what school practices illustrated the failures of the junior high/middle school movements? One of his three responses spoke directly to middle level teacher preparation.

> Only a few institutions have developed programs specifically to prepare teachers for middle level schools. Consequently, many teachers, although well-prepared in their subjects, have little or no understanding of the philosophy of the middle level school, the nature and needs of early adolescents, and the most appropriate methods of teaching this age group. . . . This preparation should be gained at the teacher education institution from which the teacher comes (Melton, 1983, p. 146.)

When asked about middle level teacher preparation, William M. Alexander, renowned pioneering authority on middle school education, made the following statements in a similar interview also conducted in 1982.

> . . . We need the strong support of education faculties who are interested in preparing people for teaching at the middle level, who are knowledgeable in this field, who are not resisting reorganization of their original bailiwicks of elementary and secondary education, and who through the force of their leadership are helping to build up the program of middle level schools. . . . I think we have done a great deal in remedial teacher education, and now we need to

> increase greatly a continuing supply of new teachers, and other professional personnel, who are very knowledgeable about the needs of the middle level population and are able to work in the kinds of school environments we advocate. Middle level education needs much greater recognition and help by teacher education institutions, and also by teacher certification agencies (Lounsbury, p. 5).

Both of these notable and long experienced middle level leaders offer an important perspective that must be carefully considered. It is not enough just to agree with their statements and bemoan the long string of failures to establish and institutionalize middle level teacher preparation. Concerted action must be taken by the diverse stakeholders that ultimately determine the outcomes of efforts to establish such programs. This must be done because the educational opportunities and welfare of millions of young adolescents are hanging in the balance. These youth need and deserve developmentally responsive schools staffed with knowledgeable and capable teachers who are expert at their profession, not strangers to middle level classrooms and the young adolescents who spend much of their lives there.

The teacher preparation program profiles

The authors hope that the following chapters, which profile 14 excellent middle level teacher preparation programs, will serve as models for those who are planning new middle level teacher preparation programs or revising existing ones. These profiles were written by the people who work in these programs. They are representative of the kind of dedicated, courageous professionals who make good things happen for young adolescents and their teachers. We appreciate their willingness to take time from their busy schedules and lives to share with others what has been accomplished at their institutions. ◆

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2

Elizabeth City State University

Eloise B. Roberts

Elizabeth City State University (ECSU) is one of sixteen campuses that comprise the University of North Carolina system. The institution has undergone a series of changes since its establishment as a normal school for the specific purpose of "teaching and training teachers of the colored race to teach in common schools" of North Carolina. Named Elizabeth City Colored Normal School, it began operation on January 4, 1892, with two faculty members and a student enrollment of 23. Since that time the institution's name has been changed to Elizabeth City State Teachers College, Elizabeth City State College, and in 1969 to Elizabeth City State University. Although the institution was founded for the "colored race," today's student population is approximately 75 percent black, 24 percent white, and one percent other races. Elizabeth City State University now enjoys a diverse student enrollment and faculty.

The middle grades track

ECSU offers undergraduate degree programs in Elementary Education and Special Education, with tracks in Middle Grades and Secondary Education. Students interested in the middle grades major in an academic area and complete a program track in Middle Grades Education (grades 6-9). In the middle grades program, students are required to complete a second academic concentration in addition to their major. These concentration areas provide prospective middle level teachers with content knowledge, which increases the likelihood that they will teach in an integrated manner and makes their assignment to interdisciplinary teams possible since they are certified to teach in two subject areas.

General education

Prospective middle level teachers are enrolled in the Division of General Studies for their freshman and sophomore years. They complete approximately sixty semester hours during these first two years including 45 hours of general education courses. The additional 15 hours are devoted to prerequisites for advanced study in the Middle Grades Track and to providing exploratory experiences to help students decide if they wish to become middle grades teachers.

Middle grades specialization

The Middle Grades Track is designed to prepare prospective teachers for grades six through nine with concentrations in the subject areas of language arts, mathematics, science, and social science. Each concentration consists of a minimum of 24 semester hours. For example, a student might major in mathematics and complete a 24 semester hour concentration in science. This would result in being certified to teach mathematics and science in grades six through nine.

The program places special emphasis on:

a. teachers making sound decisions as they relate to the nature and needs of young adolescents;
b. classroom opportunities for guidance activities and decision-making skills;
c. adjusting the curriculum and instruction to meet the needs and learning styles of young adolescents; and
d. team-building for more effective delivery of the middle school program.

Professional studies

The middle grades program requires 35 hours of professional education courses. Foundations of education, psychology, and student teaching are included in this total. The professional studies component undergoes an annual review and has been revised three times in the past five years. These changes are made to reflect current research findings and as a result of recommendations made by practicing middle grades teachers.

The middle grades professional studies component includes the following major areas: the middle school student, middle school curriculum, teaching in the middle school, field experiences, and professional development.

The following topics are included in these areas:

The middle school student

a. Physical development
b. Psychological development
c. Intellectual development
d. Learning styles
e. Mainstreaming in the classroom
f. Multicultural concerns
g. Classroom management
h. Guidance in the classroom

The middle school curriculum

a. North Carolina course of study
b. National concerns in middle school curriculum
c. Curriculum integration
d Teaming
e. Exploration
f. Cooperative learning
g. Drama, music, and art

Instruction in the middle school

a. Long and short range planning
b. Innovative teaching strategies
c. Team teaching
d. Individualized teaching
e. Grouping patterns
f. Assessment
g. Traditional methods of teaching
h. Media choices

Field experiences

a. Observations and shadowing in the middle grades
b. Small group and teacher assistant experiences
c.. Middle grades student teaching (12 weeks)

Professional development

a. Historical research
b. Professional research
c. Professional memberships
d. Contemporary issues

Selected courses and course descriptions

Selected course descriptions of courses taken by prospective middle grades teachers are presented here to provide a more detailed description of the program. Those more traditionally taught to all education majors are listed, but not described since they are not unique to the middle grades track. This does not in any way indicate they are not as important as the middle grades courses.

EDUC 200 Introduction to Teaching (3 S.H.)
EDUC 201 Foundations of Education (3 S.H.)

EDUC 336 Foundations of Middle Grades Education (3 S.H.)The study of the historical, social, and cultural influences in the development of the middle school concept, and its organization, administration and curriculum in American schools. A study of young adolescents is also an important part of the course. Twenty hours of middle grades classroom observation are required.

EDUC 349 Classroom Management Techniques (2 S.H.)

EDUC 412 The Middle School: Methods and Observation (3 S.H.) An integrated methods course designed to focus on the developmental needs of young adolescents and the middle school curriculum. Objectives, instructional practices, and the use of instruments for evaluating achievement and measuring growth are examined. Study of traditional and new techniques and innovations, including unit planning, team teaching, and nongraded arrangements are included. Twenty hours of directed laboratory experiences in public schools are required.

EDUC 479 Multicultural Education (1 S.H.)

PSYCH 302 Human Development (3 S.H.) This course is designed to provide the student with a basic understanding of human development from conception to late adulthood. The major objective of this course is to provide an overview of major concepts and research findings regarding children's psychological development from infancy through adolescence.

PSYCH 309 Educational Psychology (3 S.H.)
PSYCH 406 Principles of Guidance (3 S.H.)

READ 460 Teaching Reading in the Content Areas (2 S.H.) This course is designed for students in teacher preparation programs. The aim of the course is to help prepare middle and secondary school teachers to teach the content of their subject area more efficiently.

SPED 460 Mainstreaming Exceptional Students (3 S.H.).

EDUC 437 Supervised Teaching in the Middle Grades (6 S.H.) A complete practicum experience, giving students a supervised 12 week teaching experience in the middle grades (6-9).

Field experiences

Prospective middle grades teachers are introduced early in their program to the middle grades classroom while enrolled in Introduction to Teaching. After instructions from the university supervisor, those selecting the middle grades track are required to observe and participate in a local middle school for 25 clock hours. This experience is verified through recorded observations and correspondence from the local cooperating teacher to the university supervisor. Students also submit their recorded observations to the university supervisor.

Later, field experiences are included in each of the following courses:

Foundations of Middle Grades Education	20 hours
Principles of Guidance	14 hours
Classroom Management Techniques	10 hours
The Middle School: Methods and Observations	20 hours

In each of these courses, students are required to produce written evidence of observation and participation with verification by the local cooperating teacher.

During the first week of the 12 week student teaching experience, student teachers return to campus daily for a seminar. This gives them opportunities to ask for and receive assistance in any area where there is a perceived weakness. Student teachers are required to successfully complete four full weeks of "solo" teaching. At the end of the 12 weeks, student teachers attend a follow-up seminar. During this seminar student teachers are given the opportunity to critique the middle grades program and make recommendations for changes or revisions.

Future changes

Program revisions are planned based on feedback from graduates of the program, recommendations by school personnel, and other available information sources. One change that is currently under consideration is a proposal that prospective middle level teachers take two concentrations rather than an academic major and a concentration. It is impossible to complete a major and a concentration in less than five years. ◆

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3

Georgia Southwestern College

Lynn H. Frisbee & Edgar F. Peterson

Georgia Southwestern College is a senior college in the University System of Georgia with a rich tradition of excellence in teacher education. GSW is located in a rural area in southwest Georgia with the majority of the student body living in relatively small communities within a 50 mile radius of the campus. This pattern is true of middle grade education majors as well. Most students come from and return to small to middle sized communities to teach.

A small college with a total enrollment of approximately 2600 students, the college is organized into five academic divisions. All teacher education programs are under control of the Division of Education, though responsibility for secondary and K-12 programs is shared with other divisions and departments. Teacher education is the largest academic area on campus with approximately 900 students enrolled in any given quarter. Degree programs are offered at the baccalaureate and masters level in most standard teaching fields. The Specialist in Education degree program is offered in middle grades education and early childhood education.

GSW began development of a middle school program in 1973 as the middle school movement gained impetus in the southeast. Undergraduate and masters degree programs were established in 1976 when middle grades teacher certification became effective. In 1981, the Specialist in Middle Grades Program was added. From inception the middle grade programs have been among the largest on campus.

Middle grades certification in Georgia

The middle grades certification pattern in Georgia is fourth through eighth grade. Certification in Georgia is administered by the Georgia Professional Standards Commission (PSC), an agency separate from the Georgia Department of Education. Requirements for approved programs are stated broadly enough to provide an opportunity for creativity and flexibility in program development, and while PSC requirements do not parallel the *National Middle School Association/NCATE-Approved Curriculum Guidelines* (1991), they are compatible.

Among PSC requirements is in-depth preparation in at least two teaching areas applicable to the middle grade program. Each student's program must include a primary concentration in language arts, mathematics, science, or social studies. Further, all teachers "must show competence" in each of these areas. Each program must also include a secondary concentration in either another primary area or in art, foreign language, music, health/physical education, or career education. In practice, this means individual courses or experiences in each of the primary areas, a primary concentration of at least 25 quarter hours, and a secondary concentration of at least 20 quarter hours.

Program description

The baccalaureate middle grade degree program at Georgia Southwestern has the following components: core curriculum, teaching field courses, professional education, primary and secondary concentrations, and student teaching. All students are required to complete the core curriculum that provides the liberal arts core essential in a college education. In the middle grade course of study, students take five quarter hour courses in each of the following as part of the core curriculum: Introduction to Education, Introduction to Special Education, Middle Grade Growth and Development, Middle Grade Language Arts, Introduction to Speech, and one course in the primary area of concentration. In addition, students complete a two hour course in Personal Health, a one hour course in CPR/First Aid, one hour in Foundations of Physical Activity, and two hours of physical education activity courses.

The three professional education courses, Introduction to Education, Introduction to Special Education, and Middle Grade Growth and Development, serve different purposes. Introduction to Education provides a broad introduction to education, including the history, sociology, and philosophy of education. In this course, students begin their field experiences with observations in public school classrooms at their intended certification level (14 clock hours), at another certification level (2.5 clock hours), and in the GSW Early Childhood Center (2.5 clock hours). The Middle Grade Growth and Development course includes study from birth through senescence. Emphasis is placed on the age group 10 through 15 years with appropriate readings and field experiences. Case studies of middle grade students are required. The Introduction to Special Education course is a response to a Georgia legislative mandate for five quarter hours in the identification and education of children who have special educational needs. This class offers, besides the required content, student choices of field-based activities including interviews with individuals such as parents, teachers, administrators, speech pathologists, observations in classrooms, institutional settings, having their own hearing or eyes tested, simulation of a handicapping condition, and similar activities. Instead of these activities, students have the option of spending 30 clock hours in public school classrooms observing and working with special education students.

The upper division requirements are divided into three major categories (Figure 1). One component includes five quarter credit hour courses designed to provide curricular backgrounds, to enhance content knowledge, and to introduce special methods in the specific areas. These courses include Middle Grade Reading, Middle Grade Social Studies, Middle Grade Science I, Middle Grade Mathematics I, Physical Education for Middle Grade Teachers, and either Music for Middle Grade Teachers or Creative Arts for Middle Grade Teachers. These courses are a combination of pedagogy and content and have strong field-based components. They ensure adherence to the Georgia Professional Standards Commission middle grade approved program requirements and contribute to meeting NMSA's curriculum guidelines that relate to knowledge of middle level curriculum and instruction, understanding interrelationships among fields of knowledge, adapting curriculum and instruction to the learning patterns of each student, facilitating personal growth through appropriate instructional procedures and relevant curriculum content, and appropriate field experiences. They provide assurance that students thrust into self-contained classrooms can function effectively. Students have over 50 clock hours of field experiences in these courses in middle school settings appropriate to the curricular area. Middle Grade Reading, for example, involves students in a "reading recovery" program with one of the local school systems where college students are paired with at risk middle school readers.

FIGURE 1

Typical upper division program of study:

- **Teaching Field Courses**
  - Middle Grade Mathematics
  - Middle Grade Reading
  - Middle Grade Science
  - Middle Grade Social Studies
  - Music or Creative Arts for Middle Grade Teachers
  - Physical Education for Middle Grade Teachers
- **Professional Education Courses**
  - The Middle School and the Middle School Learner
  - Middle Grade Teaching Methods
  - Computers and Audiovisual Methods
  - Classroom Management and Multicultural Education
- **Primary Concentration I**
  - 20 Quarter Hours (Plus 5 hour course in Area IV of Core)
- **Secondary Concentration**
  - 20 Quarter Hours
- **Student Teaching**
  - 15 Quarter Hours

A second component includes the following professional education courses: The Middle School and the Middle School Learner, Computers and Audio Visual Methods, Classroom Management and Multicultural Education, and Middle Grade Teaching Methods. The Middle School and the Middle School Learner course and the Middle Grade Teaching Methods course are also designed to meet NMSA's curriculum guidelines. These courses are key to providing the "specialty" component that distinguishes middle school preparation from a more general preparation. The methods course is thought of as a capstone course and is taken the quarter immediately preceding student teaching.

The Computers and Audio Visual Methods course includes instruction in the use of traditional media and the use of computer technology in instruction. Both facets of the course place great emphasis on selection and/or production and hands-on utilization of a variety of media. A somewhat unique element of Classroom Management and Multicultural Education is the requirement that students visit five low-income homes in company with Family and Children's Service personnel. This course, like the Computers and Audio Visual Methods course, is not limited to middle grade majors, and is offered across the spectrum of certification levels.

As previously noted, each student must complete a primary (25 quarter credit hours) and a secondary (20 quarter credit hours) concentration in Language Arts, Social Studies, Science, Mathematics, Physical Education, Music, Art, and Foreign Languages. Each concentration has a mix of required and elective courses, most of which are drawn from the arts and sciences.

The culminating component of the program is student teaching. At GSW student teaching is a full ten week (15 quarter credit hours) experience in an area public school. Three member teams of the college-based supervisor, field-based classroom supervisor, and the student have a well-defined charge to support a successful experience. Each student is visited a minimum of four times by the college supervisor, more if deemed necessary.

Perceived program strengths

The middle grade program's strengths can be found in the combination of professional courses, academic course work, instructional content and pedagogical courses, and the extensive field experiences. The program ensures a liberal arts base, an additional knowledge base in the broad content and pedagogical areas in middle grade programs, advanced knowledge and skills in dealing with young adolescents, and extensive field experiences. Students completing this program will have a minimum of 185 hours of field experiences associated with their class work. In addition, students complete a two week, full-time September Experience where they work with a practicing professional in a public school for a week planning and preparing to open the school year, and work during the first week of school. All field experiences take place in multicultural public school settings. All laboratory experience activities are planned and monitored by the appropriate professor, scheduled through the Director of Professional Field Experiences and recorded in each student's file. Field experiences are sequenced from simple observation through total responsibility for instruction during student teaching.

Program evaluation

To evaluate students in the GSW middle grades teacher education program several specific methods are used in addition to the typical tests given in individual courses.

Student Evaluation of Faculty and Courses. Instruments are administered in a minimum of half of the courses taught by an individual instructor each year. The results of the evaluations are reviewed by both individual faculty and the division chair to improve instruction.

Teacher Certification Test (TCT). Every student must take the Georgia TCT (Teacher Certification Test) before graduation and have the score reported to GSW. This test is required by the State for certification and administered by the state. The TCT is a test of specific subject matter knowledge appropriate to the field of certification. Results are provided quarterly to GSW and, in turn, to faculty and administrators responsible for program development and instruction. Any areas of weakness are identified and addressed.

Student Teaching Exit Questionnaire. Each student completes a questionnaire designed to elicit information on the student teaching experience.

Beginning Teacher Assessment Program. The Division of Education conducts a beginning teacher assessment program that has been dubbed the "SOS Program" (Still Our Students). This program includes a follow-up survey of graduates during their initial year of teaching, follow-up surveys of the building administrators where our beginning teachers are employed, and on-site interviews by GSW faculty of the beginning teachers and their supervisors. This program has proven valuable in providing comments on our graduates and our programs, as a very effective public relations activity, and as a means of involving teacher education faculty and Arts and Sciences faculty in visits to public schools and interviews with graduates of their programs.

Follow-up Studies. Every three years a comprehensive follow-up survey is conducted of all graduates from teacher education programs.

Advisory Committee. The Division of Education has an advisory committee that includes public school middle grade administrators and teachers. Perceived problems and possible changes are elicited from this group. This group meets at least once per calendar year.

These internal evaluation methods are augmented by on-site evaluations from the Georgia Professional Standards Commission, and National Council for Accreditation Teacher Education. GSW also responded to the *National Middle School Association/NCATE-Approved Curriculum Guidelines*, fully meeting each one. ◆

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4

Highpoint University

Bill Anderson &
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High Point University is a private, liberal arts college affiliated with the United Methodist Church and dedicated to the church's historic principles of inclusiveness and diversity. The mission of High Point University is deeply rooted in the liberal arts and is built upon close communication between motivated students and faculty committed to teaching. The university's distinctive academic approach imaginatively blends the liberal arts' interest in critical thinking and search for values with contemporary society's emphasis on innovation and competition across professional disciplines and national boundaries.

High Point University's relationship with the Methodist Church is expressed through a concern for ethics and values, through openness and integrity in the University's activities, and through providing the opportunity for exploration of faith within a Judeo-Christian community. High Point University seeks students and faculty who reflect the diversity of the broader society in order to prepare students for responsible citizenship in a multi-racial, multicultural world. Approximately two thousand students attend High Point University and are admitted without regard to race, sex, ethnic origin, handicap, or religious belief.

General education

High Point University has a general education requirement of 50 semester hours. This curriculum has a thematic focus for each year beginning with "Human Images" in the freshman year and moving successively to "Self, Society, and Moral Issues," "Self, Society, and the World," and culminating in the senior year with "Self, World, and Vocation." The general education sequence has a heavy emphasis on the liberal arts, with required courses in English, history, social and behavioral sciences, mathematics, science, foreign language, the fine arts, and religion. Writing is emphasized in all courses except mathematics and physical education.

The teacher preparation program

Since the founding of High Point University in 1924, teacher preparation has been an important part of the academic program. In the early years of the university, there were only two major certification areas: elementary education and secondary education, which included junior high school certification. Currently, four certification levels are offered: grades K-6 with a major in Elementary Education; grades 6-9 with a major in Middle Grades Education; grades 9-12 with majors in Biology, Chemistry, English, History, Mathematics, and Social Studies; and, grades K-12 with majors in Art Education, French, Physical Education, Spanish, and Special Education. The Middle Grades Education Program began in 1986, replacing the junior high certification program that had been attached to secondary certification.

Academic concentrations

In harmony with the *National Middle School Association/National Council for Accreditation of Teacher Education-Approved Curriculum Guidelines'* preference for more than one subject area concentration, Middle Grades majors at High Point University must select two academic concentrations from among language arts, mathematics, science and social studies. Even though North Carolina certification requires only one academic concentration, the flexibility gained from the two concentrations increases the employability and the general academic competence of the middle grades majors. Any combination of the four academic areas may be selected. Each concentration requires from 23 to 27 semester hours credit, including general education requirements. For example, the general education mathematics requirement credit is included in the total content requirement for the mathematics concentration. Course requirements for each concentration follow:

Language Arts

English 221	Intermediate Writing and Language (3)
Speech 201	Fundamentals of Speech (3)
English 283	Major Themes and Trends in English Writing (3)
English 290	Major Themes and Trends in American Writing (3)
English 295	Major Themes and Trends in Modern English and American Writing (3)
English 328	Writing Styles (3)
English 36	Literature for Young Adults (3)

Three additional semester hours in English numbered above 200.

Mathematics

Mathematics 142	Calculus I (3)
Mathematics 241	Calculus II (3)
Mathematics 263	Linear Algebra (3)

Mathematics 311	Geometry (3)
Computer Sci 201	Computer Programming (3)

Nine additional semester hours approved by the department chair

Science

Natural Sci 111	Physical Science (4)
Biology 130	General Biology: Principles (4)
Biology 131	General Biology: Organisms (4)
Chemistry 101-2	General Chemistry (8)
Geography 200	The Changing World: Physical Environment (4)

Social Studies

History 101	Western Civilization to Enlightenment (3)
History 102	Western Civilization after Enlightenment (3)
History 205-206	American History 1607 to Present (6)
History 211	North Carolina: Past and Present (3)
Political Sci 201	United States Government (3)
Geography 200	The Changing World:Physical Environment (3)
Geography 310	Regional and Political Geography (3)

The professional component

All teacher education programs at High Point University are based on a cognitive-developmental model drawn from the works of Hunt (1967) and Sprinthall and Theis-Sprinthall (1983; 1987). Teachers make hundreds of decisions and engage in thousands of interactions each day. Such interactions demand flexibility and self-direction, yet a high percentage of entering college students exhibit a need for structure and a tendency toward more concrete thinking.

Teachers at higher stages of development have been found to be more effective in the classroom and more receptive to innovations. Teacher education programs at High Point University are structured to provide the proper conditions for continued growth toward higher conceptual levels. Those conditions of growth identified by Sprinthall and Theis-Sprinthall (1983; 1987) include:

a. significant roletaking experience;
b. careful and concentrated guided reflection;
c. a balance between experience and reflection;
d. a program that is continuous over time; and,
e. support and challenge.

Course sequencing, guided practica, and other aspects of teacher education programs are designed to provide developmentally appropriate experiences that support and challenge prospective teachers.

To that end, the middle grades education professional component is distinguished by carefully sequenced field experiences beginning in the first semester of the sophomore year, by systematic integration of theory and practice in concurrent methods courses and field experiences, and by close collaboration between the University and local education agencies. The emphasis is on helping undergraduates become more reflective, more abstract in thinking, and more flexible by providing those conditions which have been shown to promote developmental stage growth in adult learners. The goals and objectives that follow have been developed specifically for the middle grades education program.

Program goals and objectives

1. Prospective middle grades teachers will develop the knowledge, skills and attitudes necessary to provide developmentally appropriate learning experiences for middle grades students.
2. Prospective middle grades teachers will show evidence of progress toward higher cognitive-developmental stages.

The following objectives are designed to achieve these goals and are based on the teacher education program's knowledge base and reflect the expectations of professional practice:

a. To have a broad general education with a solid core of knowledge in two subject areas, enough to competently teach and extend the North Carolina Standard Course of Study in the two specific subject areas.
b. To understand the unique nature of the middle school and how it is different from the elementary and high school.
c. To have a clear working knowledge of the concept of developmentally responsive models of middle level schooling.
d. To demonstrate awareness of and sensitivity to people from diverse backgrounds (race, gender, socio-economic status, cultural heritage, handicapping conditions, special needs).
e. To participate in a series of increasingly complex field experiences designed to develop and refine skills in managing all aspects of the middle grades teacher's role and to provide the conditions for cognitive-developmental growth.
f. To develop the habit of reflecting on experience as a basis for decision-making and as a component of professional growth.

Professional education requirements

Thirty-nine semester hours constitute the professional education component which includes ten semester hours of credit for a fourteen-week student teaching experience accompanied by a three-hour senior seminar:

Education 200, Foundations of Education — (3)

This course traces the development of education in this country from its European roots. The course also introduces a variety of philosophical ideas in education, examines how public education is organized and financed, and studies the legal aspects of education and the role of schools in a changing society.

Education 202, Psychology of Development in Education — (3)

This course analyzes theories and principles related to the social, psychological, and physical development of students. Relationships among patterns of student maturation, learning styles, and characteristics of educational environments are emphasized.

Education 219, Education Practicum I

(Co-requisite: Education 202). This practicum provides students with an opportunity to observe in various educational settings across the life span.

Education 226, Education in the Middle Grades — (3)

This course provides a comprehensive study of the middle school concept, its philosophy and the distinctive components and characteristics of exemplary middle schools. Discipline, curriculum, and teaching methods are studied through a combination of classroom work and a 30 hour field experience.

Education 327, Educational Psychology in the Middle Grades — (3)

Students apply theories and principles to the middle grades. Topics include learning theories, human relations skills, techniques of management and discipline, principles of guidance, and assessment of ability and achievement.

Education 319, Education Practicum II

(Co-requisite Education 327). A 30 hour field experience in which students observe in the regular classroom, study how children learn, work with small groups, and gain experience with cooperative learning.

Education 384-87, Methods of Instruction in Middle Grades Ed. — (6)

Students with discipline specialties focus on goals formulation, unit planning, instructional methods, resource selection, and evaluation procedures. Also included are evaluation of computer and other technological software and non-print media. A 30 hour field experience in the areas of academic concentration is required.

Education 398, Introduction to Exceptional Children — (3)

This course introduces students to the psychological and educational characteristics of the major types of exceptional individuals, including the gifted, retarded, emotionally disturbed; persons with speech, hearing, visual and crippling health disabilities; and those with major specific learning disabilities.

Education 339, Practicum III — (1)

A thirty-hour field experience in which students work with at-risk, exceptional students in tutorial, small groups, and remediation sessions. The educational technology experience focuses on the computer as a management tool and telecommunications device and on the production of non-print visual media.

Education 320, Reading in the Content Areas — (3)

This course prepares teachers in the content areas to utilize reading as an instructional process. Emphasis is placed on the application of appropriate methods, principles, materials, and guidelines for teaching reading. Diagnosis of reading problems and techniques for correcting these problems are included.

Education 432, Internship in Middle School — (10)

Students seeking certification in middle grades (6-9) education participate in a full-time 14 week internship/student teaching. Interns work closely with an experienced cooperating teacher and college supervisors.

Education 499, Senior Seminar — (3)

Research and presentation components are included.

Field experiences

A series of carefully organized and purposefully sequenced field experiences have been developed to give Middle Grades majors approximately one hundred and fifty hours of observation and participation in settings either closely related to, or actually in public school classrooms. These experiences begin in the first semester of the sophomore year and continue each semester thereafter. In each of these, students are required to keep journals describing their experiences and activities and write a reflective essay. Classroom teachers also complete evaluations for each student. These field experiences prepare the Middle Grades majors well for the 14 week internship that culminates their preparation.

Program evaluation

The faculty of the Education Department have in place a comprehensive program evaluation process that keeps them informed as to the effectiveness of all teacher education programs, including the Middle Grades certification area. Course evaluations are completed in all education courses and field experiences are evaluated by host teachers and student teachers. Each January, graduates who are employed in their first year of teaching also evaluate the program. Additionally, each May principals of High Point University first year teachers evaluate the performance of these first year teachers. ◆

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5

The University of Kentucky

John H. Buckner

In 1986, the state of Kentucky moved to a tri-level system of teacher certification—K-4, 5-8, and 9-12—which required all higher education institutions to establish or revise preparation programs accordingly. The University of Kentucky had somewhat of a head start with a junior high school program which was established in the early 1960s. Converting the junior high school program to the state mandated middle school program was a logical next step.

To better administer specific teacher education programs, the College of Education created Teacher Education Program (T.E.P.) faculties composed of a diverse group of educators to include professors, students, local community teachers, administrators, and central office personnel. The Middle School T.E.P. employed the junior high program model as an initial guide to establishing the basis framework for the program.

University and related studies requirements call for a minimum of 45 semester hours of course work. Professional education requires 40 semester hours of preparation. Undergraduates may specialize in middle school English/communications, mathematics, science, and/or social studies. Those seeking certification in the special education areas of learning and behavior disorders (LBD) or trainable mentally handicapped (TMH), substitute special education preparation (34 semester hours) as one of the two required specialization areas.

Depending upon the combination selected, these semester hours could range from a minimum of 51 hours for a mathematics and English/communication tandem to a maximum of 64 hours for a science and social studies major or even higher with 68 hours for a science and special education combination. Some of the specialization area hours may be part of the university and related studies requirements with a minimum of 128 semester hours being required for graduation.

Professional education requirements

The professional education requirements for middle school majors include a variety of field placement and campus based methods courses to provide a unique application component to complement the specialization area preparation. Unlike the university and related studies requirements, only a limited number of these hours may be taken prior to official admittance into the program. These pre-admittance courses each require 10-15 hours of field placement with young adolescent learners: EDP 202 Human Development and Learning, EDP 203 Teaching Exceptional Learners in Regular Classrooms, and EPE 301 Education in American Culture. All candidates are personally interviewed by program faculty members before a program admission decision is made.

Professional program advanced courses

Once students have been admitted to the Middle School T.E.P., they complete three courses prior to their practicum and student teaching semesters. These courses are all third year courses and include Introduction to Instructional Media, Teaching Reading and Language Arts, and Middle School Curriculum and Instruction. The latter two courses are accompanied with field placement assignments of 20-30 hours in middle schools.

EDC 317 Introduction to Instructional Media includes an array of media equipment and materials from video production to computer application as students prepare to enliven their instructional skills. EDC 329 Teaching Reading and Language Arts is a course designed to provide middle school majors with an overview of the nature of language arts and reading development. A collaborative team-produced thematic unit integrating reading and language arts throughout the curriculum is one of the unique requirements for this course. EDC 341 Middle School Curriculum and Instruction is the initial course presenting the nature and needs of young adolescents. In addition to experiencing teaming, advisor/advisee, flexible/block scheduling, and student centered learning, middle school majors conduct shadow studies, create and publish interdisciplinary units, and design practical direct instruction and cooperative learning strategies (George & Alexander, 1993; Stevenson, 1992). These three courses are provided in the spring semester and by attending them as a cohort group with 25 to 35 others, students begin to form the bonds that enable them to experience successful interdisciplinary teamwork.

Middle school practicum

A key component of the Middle School T.E.P. is the field experience requirement for the fall semester practicum in two sites. These field placements provide students opportunities to work directly with young adolescents and apply the tactics and strategies encountered in methods courses. Students select from 18 possible host middle schools for their field work. Carefully selected cooperating teachers work with practicum students for 6-7 weeks from 8:00 a.m.—3:00 p.m. on Tuesdays and Thursdays. During mid-term, placement assignment locations, subjects, and grade levels are changed for the remaining 6-7 weeks. This split placement arrangement provides practicum students opportunities to work in two different settings with different teaching teams. By the end of the semester they have logged over 180 contact hours with young adolescent students to add to the 80-90 hours of field work accumulated from their previous courses. Should practicum students and cooperating teachers mutually agree, these placements are maintained for the student teaching semester.

Practicum methods courses include Designing a Reading and Language Arts Program for the Middle School, Early Adolescent Learner Practicum Seminar, Teaching Mathematics in the Middle School, Teaching Social Studies in the Middle School, Teaching English and Communications in the Middle School, and Teaching Science in the Middle School. All students take the Reading and Seminar classes, and most select two specialization area methods courses. The exception is special education as a second specialization area since LBD and TMH majors select only one content specialization area.

In addition to their practicum methods courses and their on-site field experiences, students enroll in EDC 343 Early Adolescent Learner Practicum. This weekly seminar serves as a processing forum and anchor for a rigorous practicum schedule. Practicum students begin the semester with a full day team building series of events at the University Team Challenge course. Additionally, guest seminar speakers frequently make presentations addressing critical issues, such as middle school classroom management, cooperative learning, advisor/advisee, involvement strategies for at risk students, middle grade multicultural issues, young adolescent suicide prevention, and the middle school classroom application aspects of the Kentucky Education Reform Act.

All of the practicum courses focus upon research supported instructional strategies for young adolescents and are designed with classroom applications in mind. Students move from strategy familiarization on campus to their middle school field sites for actual implementation while under the nurturing eye of a seasoned cooperating teacher and a university supervisor.

Student teachers are placed with middle school cooperating teachers, often the same ones they worked with in their practium. Cooperating teachers are recognized as master teachers in their content area fields and exemplify qualities that are presented in methods courses. Placements last for seven to eight weeks. Informal evaluations of the student teacher's performance occur continuously with formal observations required by the end of the third and seventh weeks. At mid-semester students change placements, grade levels, and areas of specialization.

During the semester, student teachers complete their professional portfolio initiated in EDC 341. This portfolio highlights their professional preparation (Buckner, 1992; Cook, 1992; Gellman, 1992).

Special features

The University of Kentucky Middle School Teacher Education Program has a number of special features which lend a special touch to the professional development of its undergraduate clientele. These include Team Challenge, Middle School Professional Interview Day, the University of Kentucky Middle School Student Association, and the Exit Interviews.

UK's Team Challenge Course provides a series of "low ropes" obstacle stations which require team collaboration for successful problem solving. Fall semester practicum students are arranged in teams of 6-10 members to participate in the activities. During processing time following each obstacle, facilitators provide for discussions and appropriate analogies which directly apply each problem solving situation to the middle school team philosophy.

To sharpen interviewing skills of student teachers, the Middle School T.E.P instituted a spring semester Professional Interview Day. Middle school administrators are invited to campus to converse in informal interview settings. Students present their resumes and share their professional portfolios while gaining experience and confidence in interviewing.

Any student with a declared major of middle school may join the University of Kentucky Middle School Student Association. This organization is chartered by the university and qualifies for student government funding. Membership has averaged about 50 students each year and activities include selection and recruitment of seminar speakers, representation on the Middle School T.E.P., fund raising projects, and community and university service.

At the conclusion of the student teaching semester, students schedule an extensive individual exit interview with the chairperson of the Middle School T.E.P. Professional portfolios are carefully examined and discussed in detail. Students are asked to reevaluate the merits of their professional education courses based on their field experiences. Suggestions for program improvement are also sought. Follow-up evaluations are also conducted at the end of the first year of teaching as an integral part of the Kentucky Internship Teaching Program. ♦

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6

The University of North Carolina at Greensboro

John Van Hoose &
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Preparing teachers to meet the developmental needs of young adolescents is the hallmark of successful middle level teacher preparation. In 1980, the National Middle School Association's original position paper on middle grades teacher preparation defined the effective middle grades teacher as one that "demonstrates, in every aspect of the teaching/learning relationship and process, a sensitive and caring concern for kids at this age" (p. 10). Among the essential competencies specified in that position paper were understanding young adolescent development, creating classroom environments and instructional procedures that were developmentally appropriate, and collaboration with colleagues in meeting student needs.

The original Middle Grades Education Program at UNC-G was developed in 1984 as a series of courses and internships that encouraged these competencies. Many aspects of this program were successful, and preservice teachers began to develop a middle grades identity. Even so, much more integration between courses and internships was needed. A series of formal and informal discussions about the nature of teaching and teacher education was initiated with departmental faculty members ultimately deciding to completely alter the structure and sequence of teacher preparation to better accomplish the set goals.

As a result of this intensive program review, it was concluded that six key areas needed to be more fully addressed. Most students did not begin intensive internships in classrooms until late in their junior year. Some students were assigned to work with teachers who were more oriented toward secondary education than middle grades. Much more integration between courses and internships was needed. Students needed the basis in their sophomore year to make enlightened decisions as to whether teaching young adolescents was a wise decision for them. The opportunity to develop a close, ongoing relationship with our students for an extensive period of time was desired. An ongoing, collaborative set of relationships with public school teachers and administrators to prepare students to be exemplary middle level teachers was desirable and necessary.

Ways to extend the developmental emphasis and attend to the areas of concerns were explored and a series of new courses and related internship experiences developed. The new middle grades program was approved in 1990. Preservice teachers now spend extensive blocks of time in classrooms beginning in the sophomore year. They become members of a cohort team when they are admitted to the program and stay with that team until graduation. To facilitate greater collaboration with middle school teachers, a consortium of Professional Development Schools (PDS) in which teachers and administrators are on-site teacher educators was initiated. There is much agreement among all involved in the implementation of this new program that genuine public school partnerships are essential to meaningful teacher preparation programs. Some insights gained in implementing the program and suggestions for linking research with practice in a middle level preparation program are presented below.

The conceptual framework

Zeichner and Liston's (1987) analysis of "inquiry oriented" approaches to teacher education provided a strong conceptual framework for program development. Based on Dewey's (1933) concept of "reflective action," inquiry-oriented teacher education emphasizes "active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the consequences to which it leads" (Zeichner & Liston, p. 285). "Reflective teaching," as defined by Zeichner and Liston, became a central theme for our efforts. It was agreed that middle grades preservice teachers need to become active "inquirers" into educational issues, to identify their own purposes for teaching, and to draw expertise from careful observation of experienced middle grades teachers as well as from formal study. A program was developed to integrate three connected elements in the teacher education literature: developmentally responsive teaching, reflective practice, and ongoing collaboration.

Developmentally responsive teaching

The best indicator of a successful middle level teacher preparation program is the degree to which graduates demonstrate developmentally responsive teaching. In the initial middle grades course, National Middle School Association's (1992) challenge "to develop an educational program that is based on the needs and characteristics of a most diverse and varied population (of young adolescents)" (p. 5) and define successful teaching as ongoing efforts to meet developmental needs is emphasized. This emphasis reflects the basic NMSA/NCATE standards for the middle level which state that:

> An identifiable teacher education program should be established for the preparation of middle level teachers. Such a program should provide a thorough study of the nature and needs of young adolescents, middle level philosophy, curriculum, and instruction. (National Middle School Association, 1991, p. 5)

Understanding the developmental needs of young adolescents is the basic theme of all program courses.

Reflective practice

Successful middle level teachers are "reflective" in attempting to meet the needs of their students. In recent years, a growing number of studies have underscored the importance of "reflection" (Schon, 1987; Shulman, 1987). One of the most powerful syntheses of this research is Henderson's (1992) model of "inquiring, reflective teaching." Henderson's model defines reflective practice on the basis of the following essential characteristics: an ethic of caring, a constructivist approach to teaching, and artistic problem solving (p. 2). These essential elements describe the quintessential goals of our Middle Grades program.

As Henderson contends, an "ethic of caring" constitutes a basic-value orientation toward teaching in the middle grades. His model emphasizes a number of ways that a caring teacher is "ethically bound to understand one's students" (p. 2). Caring teachers express this ethic through supportive interactions with their students, meaningful dialogue about their needs and interests, and instructional practices that value cooperation and collaboration. Caring teachers value diversity, appreciate differences, and foster classroom climates that are inclusive and supportive.

Henderson also describes a number of ways that successful teachers demonstrate constructivist approaches to instruction. By constructivist, he means that successful teachers view learning as complex interactions among students' personal knowledge and the subject matter at hand. Henderson advocates a "student centered" orientation toward curriculum development (p. 5). Within a constructivist approach, teachers make their instructional decisions on the basis of what students currently know and understand about a topic, the questions they raise, and their needs and interests.

Henderson's model of reflective teaching also delineates ways that successful teachers employ artistic problem-solving in making decisions about how to conduct instruction. It allows teachers to connect subject matter with students' personal purposes and experiences — in creative ways. Artistic problem-solving encourages positive discipline and fosters classroom climates in which students learn to accept responsibility.

Professional development school collaboration

The last critical element in our conceptual framework is the Professional Development School concept. Preservice teachers will be more likely to learn to teach in a developmentally responsive fashion and to become inquiring, reflective practitioners when they are participants in ongoing collaboration with teachers and university faculty. Partnerships have been established with four middle schools in a consortium of Professional Development Schools. Teachers in each of these schools are serving as mentors for preservice teachers and working with program faculty in school improvement efforts. During their junior year, students have two different field placements with two different teachers. During the senior year, they complete a fall practicum with the teacher with whom they then student teach in the spring. This arrangement allows students to work in different types of schools with different teams and provides for extensive mentoring during the senior year.

The selection process

To be admitted to the Middle Grades Program, all students must successfully complete two prerequisite courses as sophomores and have a 2.75 cumulative grade point average.

In addition to rigorous academic expectations, students enroll in CUI (Curriculum and Instruction) 202-Human Development and CUI 250-Teaching as a Profession. The human development course provides a heavy focus on the nature and nurture of early adolescence through developmental psychology research and theory and through a careful analysis of young adolescent literature and case studies.

The second course, "Teaching as a Profession," is structured to help prospective majors to understand, through immersion, what teachers do on an on-going basis. The student works in a school site under the direction of a classroom teacher. Students engage in a myriad of activities to include: observing, tutoring, teaching small groups, analyzing management/discipline systems, critiquing, ongoing instruction, having one class video-taped that they evaluate and have evaluated by a fellow student, and keeping an ongoing journal of reflections. This design is intended to reflect what teachers do in reality, where the workload is very demanding. By the end of the semester prospective majors know quite well what middle school teachers do. About 60 percent of the students in sophomore classes apply for admission and are accepted into the professional program.

A structural overview of the program

The UNC-G program is structured to provide a systematic progression of courses and internships. Program requirements (126-129 semester hours) are as follows:

All-University Liberal Education Requirements (45 semester hours)
Major requirements (42 semester hours)

Required core courses:

CUI 202	Human Development (Prerequisite)
CUI 250	Teaching as a Profession (Prerequisite)
CUI 335	Integrated Reading Instruction
CUI 350	Internship I: Inquiry in Teaching and Learning (focus on ways of knowing teaching and learning)
CUI 375	Internship II: Inquiry in Teaching and Learning (focus on individual differences)
CUI 442	Teaching and Learning in the Middle Grades
CUI 400	Internship III: Inquiry in Teaching and Learning (focus on the classroom as culture)
CUI 462	Student Teaching and Seminar: Middle Grades

Students also complete two methods courses to match their concentrations areas:

CUI 320	Language Arts Education
CUI 360	Elementary and Middle Grades Social Studies Education
CUI 370	Science Education in the Elementary and Middle School
CUI 380	Mathematics Education

Additional certification requirements include the following:

Six semester hours of mathematics
One biology, one geography, and one chemistry or physics course
One course in United States history
Psychology 221 General Psychology
One literature course
One curriculum and educational foundations course
Health 341 - Elementary School Health
Second Major/Concentration Requirements (24-27 semester hours)

Students must complete a coherent course of study of 24-27 semester hours in a basic academic discipline. (All education majors in state colleges and universities must complete this "second major.") The following second majors have been approved for Middle Grades Education: Biology, English, Mathematics, Geography, Physics, Classical Studies, History, Political Science, and Special Programs in Liberal Studies.

Students must also complete an additional concentration of 15 semester hours in one of four areas: Communication Skills, Mathematics, Science, or Social Studies. Specific courses are approved by the student's advisor to fulfill North Carolina Certification requirements.

Developing a collaborative relationship with schools

Rather than employ a special supervisor/subordinate university/school relationship, an offer to develop a partnership of on-site teacher educators and university teacher educators that would direct the development of the program was proposed. A general criteria for participation as a professional development school teacher was outlined with administrators. These qualifications included: (a) being identified as an effective teacher of young adolescents with strong interpersonal skills (by the administration and UNC-G faculty members working in the school); (b) being interested in being an on-site teacher educator in the school; and, (c) having a strong commitment to the preparation of teachers as reflective practitioners.

As this model evolved, intensive, ongoing interactions have taken place between the university and the school-based teacher educators. Informal conversions occur on a weekly basis, and several formal meetings occur during each semester. In addition, a range of staff development activities have been built around the concerns identified by the school and university staff.

An experiential overview of the program

From the time the students have their first experiences as sophomores until they graduate, they are exposed to a set of critical themes that are woven into the activities of the program. These themes are teaching and learning of young adolescents, multicultural education, working with exceptional students, and the use of technology. These themes are covered in a spiral model with increased depth as students progress through the program. In addition, one theme receives particular emphasis each semester. For example, a specialist in the area of exceptionalities or multicultural education works with the cohort teams as part of his/her teaching responsibilities for one semester. The assignments for that semester also emphasize the major theme being covered. Through this dual coverage approach, these critical areas are addressed developmentally across a span of two years and in-depth for a minimum of one semester.

When students are accepted into the professional preparation program beginning in the junior year they are assigned to an Inquiry Team of about 25 students. They experience the two years of the program as a team under the guidance of their cohort leader. Each leader is a full-time faculty member and has an assistant assigned to him/her for 20 hours per week. At least one of these staff-members visits each student each week and coordinates closely with the on-site teacher educator. A seminar is held each week at one of the public school sites. The seminars are open-ended and time to deal with the students' most pressing concerns is provided. Teachers, administrators, and university staff with special expertise are guest resource people at a number of the seminars. The students also routinely discuss an approach or a set of resources that worked well. These seminars are the hub of the cohort team operations. The meetings help maintain a sense of community while providing a home base and a consistent opportunity for support.

Students are expected to teach for blocks of time during the first semester as they work in schools for three half-days each week. As they move through the second semester, they are expected to teach even more extensively and to conduct all instruction for at least one half-day. In the first semester of their senior year, they are expected to teach several half-days and at least one full day. This recommendation is the result of input from on-site teacher educators. This gradual immersion into instructional planning and delivery is designed to provide maximum preparation for full-time teaching for several months during student teaching.

All of the activities in which the students engage are examined by the students, the staff in the professional development schools, and the university cohort staff. Written plans, materials, resources, video-tapes, and verbal portrayals are all a part of a "living" portfolio for each student. These materials and products become vehicles for extensive reflection. The reflection is stimulated in classes and through journal writing and informal dialog. The students are on a journey of discovery dealing extensively with themselves, the students, and the professionals with whom they interact. By the time they finish their program, it is hoped that they will realize their journey of reflection and discovery is a lifelong pursuit.

The role of the cohort leader

Coordinating a team of students is very labor intensive. Cohort leaders must be willing to be in schools and interact extensively with teachers and administrators. Forging new relationships is most exciting and worthwhile. However, faculty members must have the respect and trust of the educators in schools to be effective.

In addition to new types of challenges in schools, the cohort leaders are the key contact person for their students. As a close relationship develops, students interact more frequently and seek guidance on a range of concerns. The numerous discussions deal with issues that emerge in the students' experiences in the program. Cohort leaders must be able to relate sensitively and in a supportive manner to students. At times, this may mean that a candid but professional discussion with a student needs to include a challenge to a student to alter his/her perceptions and behavior.

The cohort leader also orchestrates the overall set of experiences that students have across the two years. This includes close coordination with the instructors of the methods courses as well as on-site teacher educators to ensure that all of the various experiences attend to the needs of a diverse population of students.

Clearly, cohort leaders are central figures in our program. The wide range of human challenges require a great deal of strength in interpersonal relations and an inordinate investment of time and energy. However, the success of the program is contingent on this investment.

Evaluation of progress

To assess preservice teachers' progress toward meeting the goals of the program, a set of "Performance Indicators" based on the *NMSA/NCATE-Approved Curriculum Guidelines* (1991) was developed to use as organizers for students' portfolios. Students develop their portfolios as they complete their professional courses and internships. By the time they complete student teaching, it is expected that students will have demonstrated all of the performance indicators.

Conclusion

The potential benefits of the UNC-G program to all participants are becoming very clear. Prospective teachers are given a wealth of opportunities in several settings to reflect upon which, in turn, can enable them to grow to be a confident, competent, caring professional. The faculty at the University have the chance to immerse themselves in the work of educating men and women in a most comprehensive manner. There are also tremendous opportunities for research, reflection, and challenge. The same is true of the school-based teacher educators. The full immersion in the process of teacher education is enriching and stimulating. As prospective teachers and university and school-based teacher educators engage in the process of inquiry and reflect on various ways they teach, they experience professional growth. And, most important, through this team approach, the well-being of young adolescents becomes the central focus of everyone's energies. The potential for finding the most developmentally appropriate ways to reach, touch, and teach middle level students is maximized through this model which is, after all, the best reason for this major investment. ♦

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California State University San Marcos

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At California State University San Marcos program planning and teaching practice in middle level teacher education are informed by two reform movements — middle level and teacher education — in the context of local schools. The result is a program informed by theory, research, recent reform literature, and the local school milieu. Southern California is a multilingual, multicultural community which provides unparalleled opportunities for those who prepare teachers to meet the needs of the populations served.

The program context

California State University San Marcos is the newest public university in the United States. Founded in 1989, it is located in North San Diego County and serves a burgeoning population between Los Angeles and San Diego. The university currently educates upper division undergraduates and post-baccalaureate (teacher preparation) and masters students in education. Within a few years, full four-year degree programs and master's degrees will be offered in every college. In 1990-91 a collaborative of local school district leaders and College of Education administrators recommended that the university could best serve the North San Diego County area by providing teacher education programs for elementary and middle level teachers, with provisions for bilingual education candidates at both levels. These program proposals coincided with the State of California's adoption of licensure in Middle Level Education. This license is an optional "Emphasis" that is added onto a required credential in Multiple Subject (elementary) or Single Subject (secondary) teaching. Additionally, California requires that all teaching credentials be earned in fifth-year, post-baccalaureate programs. The state limits all credential programs to the equivalent of one academic year of study.

Middle level program planning and enactment

The CSU San Marcos Middle Level Program was planned during the 1991-92 academic year by a committee of five university and seven public school members using the *NMSA/NCATE-approved Curriculum Guidelines*, Alexander and McEwin's (1988) *Preparing to Teach at the Middle Level*, and the middle level standards of the State of California as guides. During this same period, education faculty decided that all programs would incorporate the new state emphasis in multilingual, multicultural education (Crosscultural Language and Academic Development or CLAD). Since its approval in July, 1993, the Middle Level Program prepares candidates for the Multiple Subject (Elementary) Credential with Emphases in Middle Level Education and CLAD. This is the first program in the state in which credential candidates graduate with two Emphases. Bilingual candidates complete additional requirements to qualify for the Bilingual (BCLAD) Emphasis.

The Middle Level Program consists of 33 semester hours of professional preparation divided between coursework and field experiences. Entrance requirements include academic preparation in two content areas commonly taught in middle schools. These two areas are most often fulfilled through a State of California "supplementary authorization" — a license allowing the candidate to teach in a single subject area through grade nine.

Coursework

Two semesters of full-time coursework are required to complete the Multiple Subject Middle Level/(B)CLAD program. In addition to four year undergraduate preparation, courses in cultural diversity in education and foundations of education are prerequisites for admission. Students proceed through the following sequence of courses:

First Semester

EDMI 526	Teaching and Learning at the Middle Level I Early Adolescence, Learning Theories Middle Level Philosophy/History Teaching Strategies with Diverse Populations Observation in Multicultural, Multilingual Classrooms
EDMI 540	Language and Literacy Education, Middle Level Emphasis
EDMI 541	Content Area Methods I — Social Studies
EDMI 561	Beginning Student Teaching at Middle Level (with Weekly Seminar)

Second Semester

EDMI 527	Teaching and Learning at the Middle Level II Exploratory, Advisory, Other Resources
EDMI 542	Content Area Methods II — Science and Mathematics

EDMI 552	Theories and Methods of Bilingual/Multicultural Education
EDMI 562	Advanced Student Teaching at the Middle Level (with Weekly Seminar)

For Bilingual (BCLAD) Emphasis add:

EDMI 553	Pedagogy in the Primary Language

Although coursework is geared toward preparing teachers to work with young adolescents, that focus is considered in a K-12 framework. Because prospective teachers earn both elementary and middle level certification, content on the cognitive, social, emotional, and physical development of students from childhood through adolescence is incorporated into coursework. However, most readings and other resources are specific to middle level schooling.

Middle level coursework is taught on-site in a designated classroom in one of the four middle schools associated with the program. Being on site provides students opportunities to interact with middle school students and teachers on a regular basis.

To model good middle level practice and provide a coherent teacher education program, instructors plan and teach the Middle Level Program as a team. Team members are responsible for the bulk of coursework and serve as faculty advisors during field experiences although additional instructors are needed for some content area courses. In the second year, a middle school teacher on special assignment as a "Distinguished Teacher in Residence" in the College of Education was added to the team.

Prior to each semester, team members meet to plan the curriculum, assignments, assessment, and schedule. Students have class with the faculty team daily for morning and/or afternoon sessions of two to three hours each. The curriculum is planned around a series of themes, similar to a middle level interdisciplinary team planning thematic units for young adolescents.

For each theme, appropriate pieces from the disciplines are chosen and scheduled. The amount of instructional time each instructor receives depends on the time needed for specific instruction related to the theme as well as other factors. Faculty may also decide to team teach a portion of a theme. On some days, students see three or four team members in combination, while on other days one instructor has all of the instructional time.

Structuring curriculum and instruction in this way blurs the lines that traditionally separate teacher preparation courses. Students sometimes have difficulty determining which "course" is being taught on a given day. To offset this concern the team constructs a "supersyllabus" that provides students with an overview of themes, calendar, assignments, and expectations. This not only keeps the students better organized, but also encourages them to think of alternative ways to conceive of the traditional divisions in the school curriculum and schedule.

The team agrees on all assignments — those for a specific discipline and instructor and those to be completed and assessed by multiple instructors. An assignment developed, assessed, and given weight by all team members is the first semester unit plan. Other assignments, for example a shadow-a-student case study or service learning research project, are assigned and assessed by two instructors.

A related area in which team members model what they want students to learn is that of alternative forms of assessment. The most visible attempt at alternative assessment is the use of portfolios that students prepare at the end of each semester. During the first semester, the focus of the portfolio is on the students as "learners" with an eye toward developing into professional educators. The contents of the portfolio are not dictated and students depict their work in their own unique ways. They present their portfolios in conferences held with several other students and all four instructors. During the second semester, students prepare portfolios as "professionals." These are portfolios that they would likely take on job interviews. Students are given feedback on their portfolios by the persons with whom they work at the middle schools and by the university instructors (Stowell, Rios, McDaniel, & Kelly, 1993).

Field experiences

The middle level teaching team and advisory committee have designed field experiences to implement recommendations from teacher education and middle level reform literature within the context of the local schools. School and university representatives select four participating schools from applications prepared by middle school faculties. These applications give schools interested in participating the opportunity to set forth their programs and indicate their commitment. One teacher at each site is designated the "on-site supervisor." This teacher shares observation and evaluation responsibilities with the master teachers and a teaching team member who serves as "faculty advisor" to the six student teachers at the site.

Students have field experiences in at least two of the four participating schools — one each semester, plus a possible third school for the "beginning of the year" experience. Each semester's placement is based on the students' content areas, the applications from appropriate master teachers or teams of teachers, and convenience to the student. The qualifications and role descriptions of master teachers, on-site supervisors, and faculty adviser are set forth in writing; and responses to them by interested educators provide a basis for selection. Placements are made by the on-site supervisors, principals, and faculty advisors at each school site.

In the first semester, the student teacher as learner is emphasized. About two-thirds of the prospective teachers' time is spent in coursework, with the remaining one-third in a field placement. This proportion is reversed in the second semester when the emphasis is on the student teacher becoming a professional. This simultaneous coursework and fieldwork experience encourages students to make continuous, repeated connections between theory and practice.

Participation-observation time at the beginning of the program coincides with the beginning of the year at partner middle schools. One week is set aside very early in the first semester to allow students to see middle school teachers preparing for and setting the tone for the year with their students.

Students are placed in pairs for the first semester student teaching experience, with two student teachers working with one master teacher in a single classroom. The students are encouraged to plan and teach as teammates and as individuals. They are also instructed in a peer coaching model, and they are required to complete a peer coaching experience.

Additionally, students spend one week observing in fifth grade and ninth grade classrooms. These second semester observations are arranged by our partner schools and usually involve the elementary and high schools connected to those middle schools.

Field experiences in multicultural, multilingual settings are provided in classrooms where teachers practice techniques found to be effective with multilingual students in multicultural settings. In addition, students must have one of their two student teaching experiences with a teacher licensed to work with multilingual students.

Professional development

The program values professional development opportunities for preservice and inservice teachers. Student teachers attend local and state level workshops and conferences during the program. In some instances, students submit proposals to present at professional conferences, which, if accepted, require them to engage in research with one another and/or teaching team members. Master teacher workshops have also been provided to encourage a shared vision of teaching and learning. As working in multilingual settings becomes more common for preservice and inservice teachers, the focus of these workshops will emphasize the skills and attitudes for success with English learners.

Formal and informal feedback on the program is continually sought from as many participants as possible. Informally, feedback is received from student teachers and school partners on an almost daily basis. The advisory committee, with its majority of members from the schools, has grown to be an important player in the refinement of the program.

Evaluation instruments are still being developed and refined with formal evaluation taking place at the end of each semester. Questionnaires are administered to student teachers, master teachers, on-site supervisors, principals, faculty team members, and faculty advisors.

Program evaluation

One frustration faced is that no provision presently exists for organized evaluation of team teaching or of interdisciplinary teaching at the university. The unconventional teaming arrangements, the emphasis on collaboration, and the self-constructed program evaluations are unfamiliar territory for many colleagues in the university, leading to occasional confusion in retention/tenure/promotion processes.

Conclusion

The California State University San Marcos program is relatively new. Much remains to be accomplished. The program is intentionally designed to be dynamic. It is flexible enough to respond to the changing demands of its many stakeholders: middle level students, student teachers, master teachers, on-site supervisors, and university faculty members. As the program continues to be implemented, program faculty continue to struggle with important issues. Some effective practices have been established and action is being planned to move forward in refining the program.

Good modeling and authentic collaboration have been established because close attention was paid to important components such as current research, reform documents, and local school contexts. To model good practice, teacher educators must show how good theory and research become good practice. Planning and practice must be informed by research in the respective disciplines as well as in middle level teacher education if student teachers and master teachers are to use informed practice.

Because practice is informed by current thinking, there are many questions that have not been fully resolved. For example:

1. What combination of a good design and the people involved makes for a successful and effective team-taught program?
2. To what degree does the university administration value and reward modeling good practice, including the effort and time it takes to plan and implement team practices and school-university collaboration?
3. How do we negotiate the eternal tension in teacher education between what is taught at the university and what public school partners are doing?
4. What role are program graduates playing in effecting change consistent with middle level reform?

Middle level education and teacher education demand excellent work at this moment when both are undergoing tremendous scrutiny and renewal. At California State University San Marcos, program faculty are excited by the opportunity to contribute to both fields. ♦

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San Francisco State University

Martin Silverman &
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San Francisco State University was established in 1899 to provide the Bay Area with more and better qualified teachers. Originally called San Francisco State Normal School, it was housed in a two-story brick building on Nob Hill and the first class of 36 women graduated in 1901. The name was changed to San Francisco State Teachers College in 1921 and, in 1930, just after the first men were admitted, the training curriculum for elementary school teachers was extended to four years. In 1960, after the legislature passed the Fisher Act, California became one of the states to require a fifth year credential and, in 1972, the final name change occurred as San Francisco State achieved University status.

San Francisco State University is now a major urban institution, enrolling almost 30,00 full-time-equivalent students. The diversity of Bay Area residents is fully reflected among the student body. The University and its sister campuses in the California State University system graduate nearly 80% of all teachers credentialed in California. The University is presently in a period of restructuring and reduction in both enrollment and services as a result of the persistent financial difficulties of the state.

Program development

The origin of the middle level teacher preparation program at SFSU can be found in the bi-partite, elementary/secondary orientation of the credentials that have been offered as options for potential teachers for the last half century. California has, in the past, offered an Elementary Credential (K-8) and a Secondary Credential (7-14). Presently, the State authorizes a Multiple Subjects Credential (multiple subjects classrooms only, K-12) and a Single Subject Credential (single subject only, K-12) both of which certify the holder for service in the middle grades. However, pre-service preparation for the Multiple or Single Subject Credential, as usually practiced, does little to prepare candidates for teaching in the middle years.

Dissatisfaction with this practice at SFSU led to the designation of a section of the Single Subject Credential program as the middle school section.

Candidates were recruited for this section with the promise that, while they would work a little harder than their colleagues in the other Single Subject sections, they would be well prepared for their first teaching position in a middle level school. The first graduates of this program received the standard Single Subject Credential with no official recognition of their special status as middle level specialists other than the testimony of their letters of recommendation. Two subsequent cohorts provided opportunity to hone the middle level characteristics of the program, and certain features of the unique qualities of the preparation began to emerge. These qualities included:

1. Student self-selection into the middle level emphasis seminar after a presentation about the distinctive features of the program to the entire pool of credential candidates;
2. Student teaching entirely at the middle level instead of a combination of both middle and high school;
3. Keeping the cohort together in their seminars for the entire year to foster group support and cohesion and to model long term relationships between students and teachers;
4. All middle level candidates working with a selected set of four to six urban and suburban middle schools for both observation/participation and student teaching assignments.

In 1987 the publication of *Caught In The Middle* propelled reform of middle level education and teacher education to a new plane of functioning. The California State Department of Education, under the leadership of then State Superintendent of Public Instruction Bill Honig, had commissioned a task force to study the educational needs of young adolescents in California. Their report, *Caught In the Middle*, caused a fundamental revision in the practices of middle level schooling in California and raised many questions regarding the ways in which California middle school teachers were prepared. Coming in the same time frame as Carnegie's *Turning Points* (1989) and McConnell-Clark's *Gaining Ground* (1991), there was clear indication that California was well-placed in a national effort to remediate the difficulties inherent in the bi-partite, elementary/secondary construct that has dominated American education.

The California Commission for Teacher Credentials (C.T.C.), recognizing the significance of the groundswell of middle level reform, appointed a committee to recommend changes in credentialing that would reflect the need to prepare teachers for the middle level. Unfortunately, options for change in the credential structure were compromised by the fact that the legislature had passed an omnibus credential act just two years earlier, which made the possibility of creating a new middle level credential unlikely at that moment.

C.T.C., eager to move for some change in pre-service preparation for the middle grades, but conscious of the political realities surrounding the credential issue, approved a Middle Level Emphasis which could be added on to either of the existing credentials. In 1991-92, San Francisco State University became the first teacher credentialing institution in California to be authorized to offer the Emphasis.

In a parallel and significant development, at almost the same moment, SFSU received a grant from the California State Department of Education to create an organization referred to as Comprehensive Teacher Education Institute (CTEI). The purpose of CTEI was to develop and pilot a model of pre-service teacher education for the middle level and to investigate and nurture the cross-campus and university/school districts collaborative and supportive structures that would be required to fully implement the new program. The benefits of this grant, now in its fourth and final year, were many. They included the following:

1. Identification and involvement of a cross-campus faculty interested in the middle level;
2. Staffing with the necessary personnel for an effective program;
3. Demonstration to cooperating school districts of the power and importance of middle level pre-service teacher education;
4. Research on:
    (a) preparing candidates for the role of teacher/adviser,
    (b) instructional strategies and practices in humanities, interdisciplinary core classes, and
    (c) the progress of candidates along several dimensions;
5. The support of the Dean of the School of Education for the program, which is now funded by the University.

One aspect of the development of the Middle Level Emphasis program at SFSU which is still unresolved is the locus of the program within the School of Education. Middle Level is currently housed as a sub-set of Secondary Education. A more fitting administrative structure remains to be arrived at and may need to await a re-structuring of the entire School.

Pre-service year curriculum

Middle Level Emphasis candidates accepted into the program are scheduled as a group into all the seminars listed below.

First Semester

EDUC 678 Foundations of Middle Level Education (4 units)
History, philosophy and concepts of middle level education; cognitive/physical/moral/emotional development of early adolescents; learning theory; language acquisition in linguistically and culturally diverse groups; trends and issues; social studies methodology.

EDUC 679	Observation/Participation (2 units)
EDUC 680	Curriculum and Instruction in Middle Level Education (4 units) Interdisciplinary instruction; team teaching; cooperative learning; advisory, scheduling the school; cross-age grouping; departmentalized/core curriculum; adapting curriculum to needs of culturally/linguistically diverse population; math/science methodology.
MAJOR 650	Curriculum and Instruction in the Content Fields (3 units) For candidates with major or supplementary authorization in the major.
EDUC 681	Teaching of Reading/Language Arts - Middle Level (3 units) Development of reading/language arts skills K-12; reading problems of early adolescents; whole language learning; special problems of second language learners; writing across the curriculum; organization of instructional materials and learning experiences.

Second Semester

EDUC 682	Student Teaching in Middle Level Schools (12 units) Departmentalized and core teaching; sole responsibility; team teaching; advisory.
EDUC 683	Advanced Seminar in Teaching in Middle Level Schools (2 units) Adapting instruction to the learning patterns of each student; grouping patterns; evaluation methods; working with parents and community.
EDUC 685	Teaching in Culturally and Linguistically Diverse Classrooms (1 unit) Planning and implementing instruction for ethnic, cultural, gender, linguistic, and socio-economic diversity; cultural heritage; community values and individual aspirations of diverse students in the middle school classroom.
EDUC 685	Skills for the Teacher/Adviser (1 unit) Curriculum-based and informal advisement; differences between adviser and counselor roles; role of student values and attitudes in achieving success; integration.

Total Units Required 32

Evaluation of program effectiveness: Some preliminary findings

Now that three cohorts of the Middle Level Emphasis (MLE) Credential Program at SFSU have graduated, certain aspects of the program emerge as central to the process of preparing candidates for middle level teaching. Conclusions concerning these selected aspects are based on formal evaluation, informal observation, and the judgements of the teaching faculty. The descriptions that follow are not intended to be comprehensive but rather to point toward needed development and evaluation.

Candidate self-selection. All credential candidates have selected themselves into the teaching profession, but few of them have had a vision of the profession that includes the middle level as a personal option or professional goal. Most candidates view themselves as elementary or high school teachers, and few recognize the potential of the middle level. Many candidates have been influenced by the stereotypes and misinformation which are frequently attached to this age group. It was discovered early that all candidates had to be informed of the existence of the middle school and of the challenge and rewards of teaching at the middle level. Therefore a presentation covering features of our program along with a general picture of the opportunities and realities of teaching in the middle school was arranged for all applicants to both Elementary and Secondary Departments.

Once they are informed about the program, there is no shortage of teacher candidates who enroll in the Middle Level Program. We feel that a determined effort needs to be made to communicate with all potential teachers regarding middle level teaching and that a favorable attitude coupled with early field experience in a middle school can go a long way toward guaranteeing an enthusiastic middle level teacher applicant group.

Year-long cohort. From the start of the MLE it was a given that the cohort would work together with a faculty team for the entire year. This design element was based on earlier experience in which it was obvious that the support of peer colleagues during the credential program was an important factor for candidates. What became equally obvious was that the long-term relationship between candidates and faculty made for additional benefits. They include modeling an advisory relationship between faculty and candidates and year-long calendars of school placements.

Working with a set of five middle schools selected from urban and suburban districts, candidates first spend one day in each of the schools, then, one week in each of four schools, then, one month in one school which leads, in November, to their placement for student teaching. Since they have gone through a process of becoming familiar with all the available schools the last one-month placement school is usually selected for the student teaching assignment. They remain in that school from November until the end of the school year in June.

Student teaching

Student teaching in the MLE refers to the year-long process which begins in September with the Observation/Participation phase in the school rotation described above through to the student teaching phase in the second semester. MLE student teaching is characterized by an eight-month (November-June) immersion in one school. The candidate has the opportunity to become acculturated, to proceed slowly and carefully, to spend time preparing, to have many opportunities to teach in a range of instructional modes and settings, and to develop important relationships with teachers and principals. Supervisors have the advantage of being able to re-visit and work carefully with both candidate and resident teachers.

The student teaching assignment has three components: (a) sole responsibility, (b) team teaching, and (c) advisory. During sole responsibility each candidate will have the opportunity to work with an entire class group alone. This can be done in the context of a team assignment as, by agreement, the other team members make way for the student teacher to work without their presence for a pre-determined period of days or weeks. Or it may be done in an ordinary manner in which a student teacher takes over the conduct of a class from a resident teacher for a period of from a few weeks to a semester.

Each student teacher is assigned as a member of an instructional team. The team may be constituted in a number of ways — a student teacher may team with a resident teacher, two student teachers may team with a resident teacher, one student teacher may team with two resident teachers and so on. The team teaching component is characterized by scheduled common planning during which the student teacher functions as a full member of the team. Planning and instruction are shared equally by all team members.

Each student teacher is assigned an advisory responsibility. Since the advisory program varies widely from school to school the assignment can assume a number of differing patterns. Student teachers can take over or team teach an advisory class; they may organize a special interest group, such as a lunch-time club which, due to the quality of the conversation, is actually an advisory group; they may work with the faculty child study team doing work-ups and other research; they may work with counselors in individual and small group contacts. If advisory is integrated as a team function, the student teacher may follow-up team diagnostic efforts with one-on-one conversation/tutorial, with small group discussion or activities or with any combination of efforts designed to assist children to successfully participate in their schooling.

University seminars

Candidates attend seminars on the University campus during each week of the first semester. Their observation/participation is scheduled around seminar attendance. The seminars during the first semester are:

EDUC 678	Foundations of Middle Level Education
EDUC 680	Curriculum and Instruction in Middle Level Education
Major 650	Curriculum and Instruction in Content Fields
EDUC 681	Teaching of Reading/Language Arts—Middle Level

The Foundations (EDUC 678) and the generic Middle Level Curriculum and Instruction (EDCU 680) are team taught in a manner analogous to a middle school core class. The two professors use seminar time flexibly, combine assignments, and approach the study of young adolescents and of teaching in the middle school from an activity based model. Group investigations and reports, readings, observation and participation reports, shadow studies, and research papers are intertwined with seminar work. This arrangement permits modeling of team teaching, cooperative learning, and thematic activities-based instruction.

EDUC 650, Curriculum and Instruction in Content Fields, is required of all candidates. This course is usually offered by the major departments, and enrollment is usually limited to majors in that subject. For MLE candidates that condition is relaxed so that candidates who come from multiple subjects (elementary) background and who satisfy the two fields requirement may also enroll.

EDUC 681, Teaching of Reading/Language Arts is specifically focussed on the middle level school. Great emphasis is placed on special qualities of the young adolescent and on the curriculum implications of those qualities. The professor meets regularly with the team of two other professors who teach the Foundations and Curriculum and Instruction in Middle Level Education courses to coordinate assignments and to avoid overlap.

The seminars during second semester are:

EDUC 683	Advanced Seminar in Teaching in the Middle Level School
EDUC 685	Teaching in Culturally and Linguistically Diverse Classrooms
EDUC 684	Skills for the Teacher/Adviser

EDUC 683 is the seminar to accompany student teaching and is a weekly, problem-oriented class. EDUC 685 is designed to prepare candidates for the range of diversity found in California classrooms. The curriculum is related to the Language Development Specialist course offered in many California school districts and is an introduction to second

language acquisition as well as an introduction to the many diverse population elements in California schools. EDUC 684 concentrates on communication skills for the Teacher/Adviser. Listening skills and follow-ups for discourse facilitation with adolescents and adults are practiced. The mandated reporting responsibilities are learned.

Summary

The Middle Level Emphasis Credential program at San Francisco State has graduated more than 125 teachers. Informal surveys indicate that most of them are teaching in California middle schools. Judging from reports of their work, the program prepares them well for the assignments they meet. We receive many calls from schools seeking to hire one or more of our graduates. We are pleased with these indicators of success and from knowing that, to some extent, middle level reform in California is being fueled by our graduates.

Elements of the program that seem to indicate the model functions well include:

- emphasis on growth and development of young adolescents, ages 10-14;
- a candidate cohort selected to include equal numbers from the elementary and secondary applicant pools;
- experience in urban, semi-urban, and suburban middle schools which embody the range of diversity to be found in California schools;
- long-term (from November until June) student teaching placement in one school with required assignments in sole responsibility, team teaching, and advisory;
- integration of cultural and linguistic diversity and teacher/advisor content and methodology within the seminar; and,
- university seminars that incorporate instructional modalities found in the middle school.

There is one circumstance that hinders full realization of appropriate preservice teacher preparation for the middle level in California and that is at the root of most of the organizational problems we have encountered. The circumstance is that the Middle Level Emphasis is an add-on certification that may be applied to either multiple subjects (elementary) or single subject (secondary) credentials. Both credentials certify holders to teach at the middle level although neither actually prepares them to do so. Credentialing universities thus have little or no incentive to devote the resources necessary to offer specialized middle level teacher preparation. This explains why only two California universities presently offer the Middle Level Emphasis program. Full scale adoption of middle level teacher preparation awaits Commission on Teacher Credentialing approval of a mandated credential. We are hopeful that the winds of potential change may soon favor this development. ◆

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University of Northern Colorado

John Swaim &
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The University of Northern Colorado has a long and distinguished history of preparing teachers. Over its 100 year history, it ranks fifth nationally in the number of teachers it has prepared for the teaching profession. Because of its strong commitment to the preparation of teachers, the Colorado State Legislature, during the 1987 legislative session, designated the University as the primary teacher education institution in the state of Colorado. Within the College of Education at UNC undergraduate through doctoral programs are offered.

The Middle Level Teacher Education Program at UNC was established in the late 1970s in response to the growing demand for teachers who were specifically prepared to teach young adolescents. Before the establishment of the middle school teacher education program, students at the University were prepared at the secondary or elementary levels only. During the first few years the middle level program remained small and focused only on the preparation of undergraduates for initial certification. Today the program has expanded to include 150 students in the undergraduate certification program, a post baccalaureate non-degree certification program, and an on-campus and off-campus masters degree program (Figure 1, p. 76).

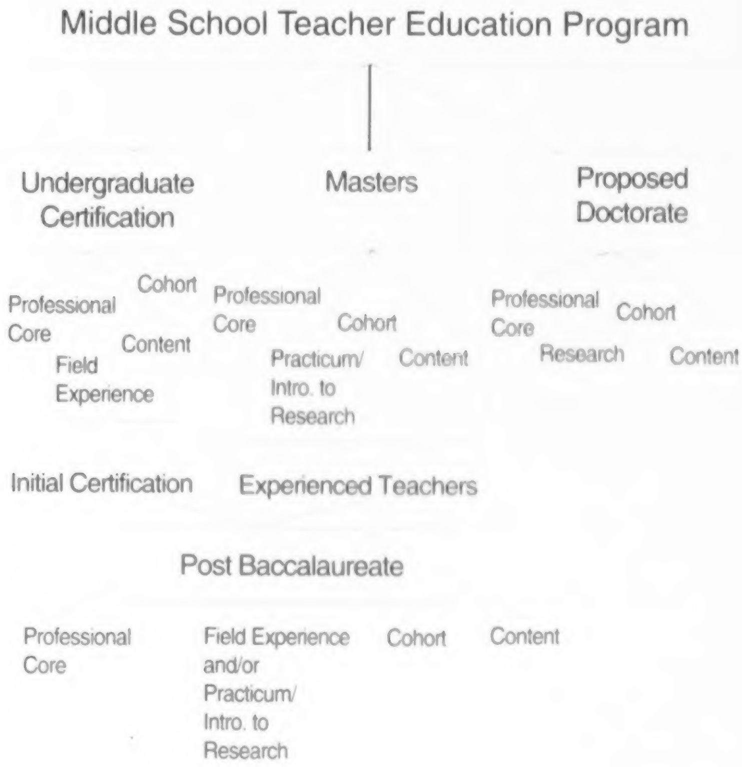
Although all levels of the UNC Middle Level Teacher Education Program are interrelated, this chapter focuses on the Post Baccalaureate Non-degree Certification Program. What makes this program unique is that it allows students to take courses at either the undergraduate or masters levels while obtaining middle school certification. It is one of the fastest growing programs within UNC's Middle School Teacher Education Program.

Certification

To understand why this program has become so popular, one needs only to look at middle level certification in Colorado. Colorado is among the 33 states that have recognized the importance of preparation and certification for teachers at the middle level (Valentine & Mogar, 1992). However, middle level certification is still not required within the state. Colorado has an overlapping certification which allows elementary and secondary certified teachers to teach at the middle level. Elementary certified teachers may teach grades K-6 and secondary teachers grades 7-12. Middle level certification overlaps both elementary and secondary certificates and allows teachers to teach grades five through nine.

Although middle level certification is not mandatory in Colorado, it is still a popular certification and one which is in high demand by school districts throughout the state. Most school districts have made a commitment to middle level education and thus want to staff their middle schools with teachers who want to teach, and are prepared as well as certified to teach, at the middle level. In most cases, when districts have openings at the middle school at the sixth grade level, they prefer to hire teachers who have middle level certification rather than those prepared and certified at the elementary level. Likewise, middle school certified teachers tend to have an advantage over secondary certified teachers for teaching positions at the seventh and eighth grade levels.

FIGURE 1


Middle School Teacher Education Program
Undergraduate Certification
Masters
Proposed Doctorate
Professional Core
Cohort
Content
Field Experience
Professional Core
Cohort
Practicum/ Intro. to Research
Content
Professional Core
Cohort
Research
Content
Initial Certification
Experienced Teachers
Post Baccalaureate
Professional Core
Field Experience and/or Practicum/ Intro. to Research
Cohort
Content

Students

There are a variety of reasons why students choose to enroll in the Post Baccalaureate Program. There are students in the program who have just completed secondary or elementary teaching certification and are unable to find teaching positions and therefore wish to make themselves more marketable at the middle level. There are those who have had several years teaching experience and wish to add the middle school certificate to their existing certification. There are some who have had no teaching experience and wish to enter the teaching profession as a second career. There are also those who left the teaching field for a variety of reasons and wish to return and teach at the middle level. Still others are seeking a masters degree and wish to add the middle school certification as a part of their graduate program. Like middle schools, the Post Baccalaureate Program is comprised of a wide variety of students with a wide variety of needs, interests, and backgrounds.

Students entering the Post Baccalaureate Program tend to fall into three categories. First, there are those students who are already certified at either the elementary or secondary level and who are currently teaching in a middle school. Often their motivation for taking courses in the program stems not only from a sense of professional renewal, but also from a need for job security. Depending on these students' type and amount of teaching experience, they are usually advised to take the majority of their pedagogical course work at the graduate level so it can eventually be counted toward a masters degree. On the other hand, if they do not have enough credits to meet the minimum certification requirements necessary for a particular subject matter field, they are advised to take these hours at the undergraduate level. Their program thus becomes a mixture of graduate and undergraduate courses.

A second group of students that enter the program have already received a bachelor of arts degree in an area other than teacher education and wish to become teachers. These students have been referred to as non-traditional students. Because they generally have a rich background in a particular subject field, they often do not need further course work in content areas, and if they do, they would most likely take it at the graduate level. Because of their lack of experience in the classroom they have a need to take most, if not all, of their pedagogical course work at the undergraduate level.

The third group of students are those students seeking a masters degree and wishing to obtain an additional certification at the middle school level. Although the name of the program, Post Baccalaureate Non-Degree Certification Program, implies that an advanced degree is not an option, students may apply graduate hours taken in the Post Baccalaureate program toward a masters degree in middle level education. However, the program itself does not guarantee an advanced degree. Most of these students already meet many of the middle school certification requirements and, if they do need coursework for certification, it can be taken as a part of their masters program. In contrast to the other two types of students entering the Post Baccalaureate Program, they take most of their coursework at the graduate level.

Mission statement and knowledge base

The mission of the Middle School Teacher Education Program is to develop a reflective practitioner and decision maker. The knowledge base outlines three major domains: the development of the academic, professional, and personal areas of becoming an effective middle level educator. The ultimate outcome of the program is to blend these domains together through reflective practice to produce a middle level educator who can create an educational environment that is equally responsive to the academic and personal development of young adolescents.

An essential component of any teacher education program is subject matter knowledge. The study of two broad fields is required of middle school students in the Post Baccalaureate Program as well as the skills to integrate those fields through team planning and instruction.

The professional domain develops the professional knowledge necessary to become an effective middle school teacher. This domain includes three areas which are critical to the development of a middle level teacher—the nature of teaching, the student, and schooling.

The personal domain focuses on the personal development of the middle school teacher and enhancing the knowledge they have about themselves as individuals and professionals. Through the process of reflection they develop a better understanding of their relationships with their students and the colleagues with whom they work.

Requirements of the Post Baccalaureate program include content preparation, a professional teacher education core, and a middle school core. Depending on the background of the individual applying for admission to the certification program, a program of study is tailored to meet individual needs and state certification requirements.

Content preparation

Content area preparation is met by having two broad teaching fields. Usually, at least one of these fields is in the areas of mathematics, science, social science, or language arts. Any of the following plans may be selected to meet the content preparation requirements for middle school certification.

Plan I—Major with Support

Liberal Arts Major or Broad field	36 sem. hrs. (min)
with a Liberal Arts Minor or Support Area	18 sem. hrs. (min)
Total	54 semester hrs

Plan II—Two Broad Fields

2 Equal Broad Fields	24 sem. hrs. (min)
(social studies, math, science or language arts)	24 sem. hrs. (min)
Total	48 semester hours

Plan III—Interdisciplinary

2 Broad Fields (social studies, math, science or language arts) and	18 sem. hrs. (min)/each field
2 Support Areas (a minimum of 6 semester hours in two other fields)	6 sem. hrs. (min)
Total	48 semester hours

Students who do not have a major and/or minor in a teaching field appropriate for middle level teaching take additional course work to meet the necessary credit hours required in one of the three plans.

The second field required under any of the three plans usually includes one of the four primary teaching fields. In addition, they may include such fields as health, bilingual education, physical education, or art. Selection of a second field depends on the previous background, experiences, and interests of the teacher certification candidate.

Professional teacher education core

A professional teacher education core of courses is taken to meet Colorado certification requirements. This core includes course work in the following areas: educational foundations, educational psychology, educational technology, multiculturalism, special education, and reading. Field experiences, including early field experiences and student teaching, are part of the professional education core.

Early field experiences at the initial certification level include 50 hours as a teacher aide in a public school setting and 50 hours of clinical experience at the University Laboratory School. All the field experiences must take place at the middle school level in grades five through nine. The length of the student teaching experience is 16 weeks for middle school. If students are seeking middle school and elementary certification, their student teaching experience is divided into two eight week experiences at each level.

If a student in the Post Baccalaureate Program already has a teaching certificate at another level and is seeking an additional middle school certification, the professional teacher core is usually waived, with the exception of the field experience requirements. In order to have the field experience also waived or partially waived, the students must document that they have had a successful teaching experience at the middle school level. This is usually not difficult for elementary or secondary certified teachers who have spent most of their career teaching at the middle school level. It is somewhat more difficult for elementary or secondary teachers who have taught only at those respective levels.

The middle school core

The professional middle school block of courses provides teacher certification candidates with foundations in middle school theory, philosophy, curriculum and instructional practices. Additional requirements include course work in young adolescent human growth and development, reading and writing across the content areas, and young adolescent literature. Methods courses in the chosen content areas are also required (Figure 2).

FIGURE 2

Undergraduate Requirements	HOURS	**Graduate Equivalent**	HOURS
EDEL 200 — *Orientation to Education*	1	No graduate equivalent	x
EDMS 302 — *Orientation to Middle School*	3	EDMS 665 — *Theory, Philosophy, & Curriculum of Middle Level Education*	3
EDRD 423 — *Reading &Writing in the Content Area*	3	EDRD 620 — *Reading & Writing in the Content Fields*	3
EDRD 414 — *Literature for Young Adolescents & Young Adults*	3	EDRD 514 — *Literature for Young Adolescents & Young Adults*	3
PSY 230 — *Human Growth and Development*	4	PPSY 562 — *Teacher Effectiveness*	2
OR		OR	
PSY 330 — *Child & Adolescent Psychology*	3	EPRE 630 — *Child & Adolescent Psychology*	3
Methods courses in two content fields (3 ea)	6	Methods courses in two content fields (graduate level)	6
EDLS 362 — *Clinical Experience Lab School*	2	No graduate equivalent	x
TOTAL HOURS	25		20

Conclusion

The Post Baccalaureate Certification Program provides an excellent opportunity for a growing number of prospective middle school educators to become certified middle school teachers. It accommodates a wide variety of students with varying needs, but who also have a common purpose of becoming middle school teachers. It is a program that comes the closest to modeling the essence of good middle level education:"meeting the needs of the students it serves." ♦

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Belmont Abbey College

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Teacher education programs are relatively new at Belmont Abbey College, a four year, co-educational, liberal arts institution founded by the Order of St. Benedict, in Belmont, North Carolina, in 1876. The College began its involvement in teacher education in the summer of 1987. There was much debate surrounding the decision to add teacher preparation programs to the curriculum. Under the pressure of a career-oriented clientele, Belmont Abbey College, like many other liberal arts colleges, added majors in Business, Accounting, Computer Information Systems, and Recreation Studies in the 1960s and 1970s to continue attracting students.

Should a college, which declared itself to be a liberal arts institution in its mission statement, add another "professional program" to its curriculum and by doing so decrease the ratio of students pursuing a "truly liberal arts" education in the humanities, social, and natural sciences? Adding the teacher preparation programs was seen as the "final straw" by the defenders of the pure liberal arts tradition. These faculty and administrators argued that it was time to "draw the line."

The campus-wide discussions or, as many would call them, debates, during the 1987-88 academic year proved to be passionate, intellectually exciting and, in the final analysis, constructive and productive. Belmont Abbey had been authorized to accept students from Sacred Heart College which had closed, so there was no question that these programs were guaranteed to be financially self-supporting, or even revenue-generating. Enrollments were healthy and would more than cover the operating expenses.

In view of the prevalent stereotypes about education programs in institutions of higher education, those opposed to these new programs had serious and sincere reservations. Was it not a known fact that the weakest students, those who lacked the requisite academic skills and intellectual acumen to major in other fields, gravitated towards teacher education? Was not the same true of those faculty who taught in Education Departments? At their best, colleges and universities graduated teachers who knew how to teach but not what to teach. Disproving these arguments, however fatuous, was not an easy task on the floor of the Faculty Assembly and the Academic Affairs Committee of the College.

The decision to make teacher education a permanent part of Belmont Abbey College's curricular offerings was not won by the force of evidence to disprove the skeptics. Given the convictions of the majority of faculty about education programs, this course of action would have proven futile. Rather, proponents of the program made the case that since the curriculum was in the hands of all faculty members, a golden opportunity to produce the kind of teachers needed for the future was at hand. Liberal arts-driven education programs which graduated liberally educated teachers who were committed to building community could be established. The Faculty Assembly approved the teacher education programs.

In the past few years, new faculty have been added to the Education Department, existing program offerings have been evaluated, and rational reconstruction of the curriculum have been undertaken. In addition, new programs have been added, model collaborative partnerships have been formed with local school systems, and major additions to the resource base of the department have taken place.

The Master in Middle Grades Education Program

In January 1993, Belmont Abbey College began this unique graduate program in Middle Grades Education. Implemented as part of the College's community outreach mission, and funded in part by grants from local and regional foundations, this exciting venture presents a model of successful collaboration between a local public school system, a private liberal arts college, and local and regional foundations committed to the improvement of education in America. The curriculum of the program is designed not only to ensure professional competence and creativity, but also to ensure the liberal education of teachers responsible for the enculturation of young adolescents.

Belmont Abbey College is located in Gaston County near Charlotte, North Carolina. Influenced by its Benedictine, liberal arts heritage, all teacher education programs at Belmont Abbey College seek to develop students who are liberally educated and professionally competent, and who understand the nature of community and the role of the teacher as a community builder. A review of the literature in middle grades education likewise reveals a philosophy that seeks to develop community among faculty, students, and parents. This community is typically characterized by a collective sense of responsibility, active participation, and a general feeling of unity rather than fragmentation, compartmentalization, and isolation. Clearly, the College's Benedictine tradition, and the philosophy of the middle school, are seen as uniquely complementary.

Program development

Several factors contributed to the recently developed Master of Arts in Middle Grades Education. The Gaston County School System, the sixth largest in the state, initiated serious dialogue with the College regarding the feasibility of such a program as it made a commitment to implement the middle school model. Gaston County School's formal request offered unique opportunities for joint leadership in the area of middle grades education. The partnership between Belmont Abbey College and the Gaston County School System has been a longstanding and worthy association. The current program in middle grades education therefore is a continuation of extensive dialogue and deliberations that were begun earlier and that were deemed mutually beneficial.

The process

The process used in developing Belmont Abbey College's model required extensive consultation with various constituencies within the college community, Gaston County Schools, the North Carolina State Department of Public Instruction, and individuals with knowledge and experience in middle grades education.

It began in March 1991 when initial discussions between Belmont Abbey College and Gaston County Schools took place. A task force was appointed and met in April.

This led in May to the President of the College notifying the Executive Director of SACS of the College's intent to develop a master's degree in middle grades education.

By September, 1991 a tentative timetable was established for developing the master's degree program. Curricular design discussions with the College's Academic Affairs Committee were continued, and approval by the Board of Trustees to develop a proposal for a master's degree in middle grades education was secured.

The faculty search process for a program coordinator commenced in January, 1992. During the spring, summer, and early fall, extensive conversations with all parties and constituencies were ongoing. These included Gaston County school officials, prospective teachers, State Department personnel, and SACS officials.

Approval by the Board of Trustees of Belmont Abbey College for the new middle school master's program was secured in October. Approval of candidacy by the Commission on Colleges of SACS and approval by the North Carolina State Department of Public Instruction followed in December.

Fifty-two teachers were enrolled in January, 1993 in the first two courses: ED 510, The Nature and Needs of Adolescents, and ED 511, The Middle School.

North Carolina certification

The Master of Arts Degree in Middle Grades Education and the corresponding Graduate ("G") certification program at Belmont Abbey College are designed to meet and exceed North Carolina State Department of Public Instruction guidelines for masters' degree programs. A brief overview of the approval process and a description of the current status of guidelines follow.

North Carolina certification is based upon a program approval process. Guidelines and competencies for each certification area are developed by the North Carolina Department of Public Instruction (NCSDPI) in concert with colleges and public schools. Colleges then develop programs to meet these guidelines and competencies. Prior to initial approval, a Request for Temporary Authorization is typically developed by the institution and submitted to the NCSDPI. This document provides a description of the program and articulates how it specifically addresses guidelines and competencies. After a successful site visit by a team of NCSDPI examiners, the program is formally approved by the State Board of Education upon recommendation of the NCSDPI and the State Evaluation committee. Currently, NCATE accreditation is a precondition for program approval in North Carolina.

Middle grades certification at the undergraduate or "A" level qualifies an individual to teach grades 6-9 in a junior high or middle school. The "G" (Graduate Level) certification is designed to enhance the general expertise of students by ensuring a comprehensive understanding of young adolescent learners as well as schooling that is responsive to their developmental nature and needs (*North Carolina Revised Middle Grades Teacher Education Guidelines and Competencies*, 1992). North Carolina guidelines at the graduate level have recently been reviewed. As a result, the new standards now parallel the *NMSA/NCATE-Approved Curriculum Guidelines* (1991), with some modifications which go beyond these guidelines.

Program mission/ goals/ objectives

The overall mission of the Master of Arts in Middle Grades Education at Belmont Abbey College is the development of middle level teachers who will become actively engaged in a critical, self-reflective process of life-long inquiry and professional improvement. It is envisioned that such teachers will be competent, caring, and inviting builders of community. More specifically, the purpose of the program is to engender a more comprehensive understanding of young adolescents and of how middle level schools can be structured to respond to their developmental needs and characteristics.

The goals of the master's program are:

- To offer a broad-based, interdisciplinary curriculum which cultivates an understanding of the middle level student, a deep love for learning, an appreciation of the human faculties of mind and spirit, and a sense of community.

- To offer graduate curricula that integrates or fuses the values of a liberal education with professional and content area studies. Such curricula promotes the acquisition of general knowledge, skills, and values as well as those related more specifically to middle grades education. A unique component is an emphasis upon life's most important questions, and upon the various answers that great, thoughtful, and influential persons have given in past and present times.
- To assist graduate level students in developing a philosophical framework for responding holistically to issues related to middle grades, particularly what is meant by intellectual development, and how we think about a community.
- To involve faculty and students in dialogue and research that enables them to become advocates of responsive middle level schools.
- To establish and maintain collaboration with community, regional, and national educational resources and associations for the promotion of excellence in the preparation of middle grades teachers.
- To cultivate a much needed community resource in young adolescent development.

Further insights, expertise, and understandings in pedagogy, content knowledge, and the contributions of classical, contemporary, Western and non-Western writers to human knowledge and experience also are expected outcomes.

The major objective of this program is to provide a comprehensive understanding of the following:

- The development of middle level education.
- The characteristics of young adolescents and the corresponding implications for curriculum, instruction, and school organization.
- The organization of the middle school in relationship to elementary and high schools.
- The foundational components of contemporary middle schools, including but not limited to these: interdisciplinary team organization, block scheduling, teacher-based guidance, exploratories, and shared governance.
- Curriculum theories and research related to the distinct features of middle level curriculum.
- Diverse instructional models and strategies that cultivate active involvement, promote personal growth and development, and engender community.
- The thoughts, insights, and principles gained from a critical examination of a number of "great works."
- The interaction of theory and practice in the improvement of the teaching-learning process.

- Advanced study in the content and teaching of one or more academic concentrations.
- Research findings which have implications for middle grades education.
- The teacher's role in developing community within culturally and educationally diverse schools.
- The various bases (e.g., philosophical, political, legal, moral, sociological, ethical) for making educational decisions, as well as the corresponding implications for a school community.

Program description

The master's degree has three options designed to complement students' prior backgrounds. The master's degree with one academic concentration, is available for teachers who hold a bachelor's degree in an area other than middle grades and who wish to achieve a higher degree as well as "G" level certification in middle grades education. Track two, the master's degree with an additional academic concentration, is available for teachers who currently hold a bachelor's degree in middle grades education in one content area. This track permits students to earn a master's degree while adding another content area to their credentials. Track three, the master's degree with advanced study in two academic concentrations, is designed for teachers who currently hold undergraduate degrees in middle grades education with two academic concentrations, but who wish to pursue further depth and breadth of study.

Complementing the middle school's focus upon broad interdisciplinary studies, each of these three tracks demonstrates how academic disciplines are interrelated—as opposed to being isolated entities. For example, two content-related courses (ED 526 Great Books/Ideas in the Content Areas and ED 527 Biographical Studies), require students to critically examine the lives and selected original works of scholars seminal to the various disciplines underpinning content teaching fields: language arts/social studies, mathematics/science. This requirement is in addition to advanced study in one or two content fields as well as a required professional course that focuses upon middle grades curricula.

Track One: Master's Degree With One Academic Concentration

This is a 36 to 38 hour program having four interrelated components: a study of community, professional studies, content area studies, and a liberal education core. The curriculum is as follows:

Community

A course that clearly defines the entire program and is vitally linked to the middle school concept is ED 513 Developing Community: Theory and Practice. Utilizing selected works from several disciplines, this course examines the need for and principles related to cultivating a genuine sense of community among individuals. The claim that individuals are at their fullest in community is critically assessed. Topics examined include: alienation, three world views of community, and implications for teacher-student relations and school organization. This course is a vital link in achieving the broad program goals previously described. It also provides the students with essential theoretical understandings that become the basis for further application and analysis within the second program component, Professional Studies.

Professional Studies

Fifteen credits are required within professional studies. Courses are as follows:

ED 510	Nature and Needs of Early Adolescents (3)
ED 511	The Middle School: History, Curriculum and Organization (3)
ED 512	Organizational Behavior (3)
ED 514	Teaching Middle Grades Content: An Analysis of Research and Practice (3)
ED 591	Practicum in Middle School Teaching (3)

Content Area Studies

The third component provides students opportunities to expand their knowledge of content areas, and to critically examine how selected ideas, works, and persons seminal to these content areas have influenced not only the teaching fields(s), but also humanity as a whole.

Two advanced courses in one of the following content areas:

Language Arts; Social Studies; Math; Science (6-8)

ED 526	Great Books/Ideas in the Content Areas (3)
ED 527	Biographical Studies in the Content Areas (3)

ED 514, Teaching Middle Grades Content: An Analysis of Research and Practice, also supports this component as well as provides further evidence of an interdisciplinary focus.

Liberal Education Core

The fourth component, liberal education, comprising six credit hours, is designed to further cultivate the intellectual curiosity of the middle grades teacher through critical exploration of thoughts, ideas, and events that have shaped the human experience. Great Books courses in Western and Non-Western studies provide the means of engendering a broader perspective regarding selected issues, including the nature of virtue, and the role of the arts in shaping civilization.

GB 520	Great Books/Ideas I: Western (3)
GB 530	Great Books/Ideas II: Non-Western (3)

Although these four elements appear to be discrete, they, in fact, function in relation to one another. For example, community as a defining concept, content area studies, and liberal education complement and extend the breadth and depth of theoretical and practical knowledge acquired in professional studies. These components also clearly demonstrate the integration and interrelationships among all program components. Furthermore, the understanding of community gives a clear direction to the design of middle school curriculum, which is one of the major components of the professional studies sequence.

Tracks Two and Three assume that participants have a prior bachelor's degree and certification in middle grades education. It is therefore assumed that students enter with some foundational understanding of middle level schools and their curriculum. An independent study is used as a means of reviewing essential topics and providing the transition to the graduate program. Students who do not have evidence of adequate prior coursework/experiences in middle grades education are required to take two additional courses: ED 510 The Nature and Needs of Adolescents, and ED 511 The Middle School, that are included in Track One. The program of studies in Tracks Two and Three are similar to Track One with the exception mentioned above as well as the following:

- Both options require a thesis.
- Track Two requires three advanced content courses in a new teaching area.
- Track Three requires one advanced content course in each of two teaching areas. These courses are in addition to ED 526, Great Book/ Ideas in the Content Areas and ED 527, Biographical Studies in the Content Areas.

Course descriptions

ED 499 Independent Study in Education (1)

Individual readings and research in a field selected in conference with a department faculty member and studied under his/her guidance. Serves as a transition to the graduate program.

ED 510 Nature and Needs of Adolescents (3)

This course examines the physical, social, emotional, intellectual, and moral development of early adolescents and the corresponding implications for curriculum, instruction, and school organization. For example, the research findings of Elkind, Piaget, Epstein, Toeffler, Purkey, Kohlberg, Erickson are used to conceptualize the characteristics of responsive middle level schools.

ED 511 The Middle School: History, Curriculum, &Organization (3)

This course is a comprehensive examination of middle schools and the middle school movement. Topics to be studied are: the history, philosophy, and curriculum of middle schools; characteristics of effective middle schools; team organization; recent influences; planning for and evaluation of middle schools; and essential characteristics of middle level teachers. Students will critically examine selected curriculum theories as well as compare and contrast these curriculum designs: separate subjects; core, block, and interdisciplinary; individualized and domain/goal centered.

ED 512 Organizational Behavior (3)

This course enables students to acquire an understanding of how schools, as organizations, influence teacher-student as well as teacher-teacher behavior, and thereby shape the quality of the teaching-learning context. Topics such as the nature of human nature, the historical antecedents of school organization, the culture of schools, and the nature of leadership will be examined. A focus upon the organization, culture, and leadership within middle schools will provide the means for students to apply theoretical insights gained. Issues such as accommodations for exceptional children, invitational education, and cultural diversity will be examined within the context of leadership and school climate.

ED 513 Developing Community: Theory and Practice (3)

This course critically examines three world views of community, and the consequences of these views. The claim that individuals can only exist in community will be carefully examined and argued for. Community as it exists and as it ought to exist in the school and the classroom is the specific focus of the course. Analysis of human alienation and its consequences precedes an in-depth study of ethics.

ED 514 Teaching Middle Grades Content: An Analysis of Research and Practice (3)

Following an introduction to the methods and techniques of educational research, students will critically review research findings related to middle grades practices, trends, and issues. A focus on selected models for teaching and assessing the acquisition of middle grades content is included. Acquired knowledge and skills will be used in conceptualizing a major classroom research project which can be implemented during the practicum.

ED 526 Great Books/Ideas in the Content Areas (3)

Students will critically analyze original works, events, and/or ideas seminal to the discipline(s) underpinning content teaching field(s) at the middle grades level. Through course requirements, students will acquire not only a deeper understanding of fundamental ideas and works that have shaped and continue to shape disciplines, but also the interrelated nature of all knowledge.

ED 590 Practicum in Middle School Teaching (2)

Prerequisite: permission of instructor

Directed on-the-job observation and participation, under the supervision of a college supervisor and a middle school principal. Requires 30-40 clock hours, a journal, and an extended research project that integrates and applies coursework.

ED 591 Practicum in Middle School Teaching (3)

Prerequisite: permission of instructor

Directed on-the-job observation and participation, under the supervision of a college supervisor and a middle school principal. Requires 40-50 clock hours, a journal, and an extended research project that integrates and applies coursework.

ED 595 Thesis (3)

In consultation with an advisor, the student will design, implement, and evaluate a formal study that seeks to examine a significant issue, professional and content related, in middle grades education. For students following either track two or three of the Master of Arts in Middle Grades Education.

Content courses in the master's program

Building upon the conceptual design of the undergraduate program and complementing such graduate courses as Teaching Middle Grades Content and Great Books/Ideas in the Content Area, graduate students will select advanced undergraduate and/or graduate level courses in such content areas as language arts, social studies, mathematics, and comprehensive science. These courses will provide advanced content preparation in those curricular areas currently being taught in grades 6-8. In addition to advanced undergraduate and/or graduate level content course(s), all students are required to take the following:

ED 526 Great Books/Ideas in the Content Areas (3)

Students will critically analyze original works, events, and /or ideas seminal to the discipline(s) underpinning content teaching field(s) at the middle grades level. Through course requirements, students will acquire not only a deeper understanding of fundamental ideas and works that have shaped and continue to shape disciplines, but also the interrelated nature of all knowledge.

ED 527 Biographical Studies In the Content Areas (3)

This course is an in-depth study of the lives of individuals seminal to the discipline(s) underpinning middle grades content teaching fields. The lives, philosophies, and contributions of these scholars will be evaluated and analyzed in small group discussions, written critiques, and presentations. A brief review of the biographical method will precede this examination. The implications and significance of these ideas to teaching content will also be thoughtfully studied. Students will consult primary as well as secondary sources. Emphasis is placed more upon the life of the person as distinct from an in-depth analysis of his/her scholarly contributions.

An interdisciplinary academic concentration therefore emerges with at least two courses in advanced content preparation; another (Biographical Studies) focusing upon the lives and contributions of individuals in the academic disciplines; and lastly a course (Great Books/Ideas in the Content Areas) which affords students opportunities to critically analyze original works as well as events across content teaching field(s). Content courses are therefore integrated with a liberal arts core.

Liberal Arts Core

GB 520 Great Books/Ideas: Western (3)

This course chronicles the search for meaning throughout the development of Western Culture. Primarily a study in ethics, this course should broaden and enrich the background of all teachers, and therefore enable them to acquire a deeper appreciation of the beauty and truth found in selected ideas. Works from the classical to the modern era will be critically examined in lecture and small group discussions. This is a course in liberal studies as distinct from an analysis of pedagogical methods for the classroom. Recommended for any graduate student, regardless of major.

GB 530 Great Books/Ideas: Non-Western (3)

This course, a sequel to GB 520, continues the search for meaning but with an emphasis upon selected topics from Non-Western Culture. This course, like GB520, is grounded in liberal education.

Evaluation

The program is evaluated through varied means. For example, each course is evaluated by both students and faculty. This written evaluation notes strengths as well as suggestions for improvement. Each faculty member teaching a course is evaluated using procedures outlined in the Faculty Handbook. The Chairperson of the Department, the Program Coordinator, and representatives from the Gaston County schools meet periodically to review the entire program — its scope, sequence, and perceived effectiveness. Using data compiled from the above resources, an annual report is developed, noting strengths, weaknesses, recommendations, and responses to recommendations. This report, generated by the Program Coordinator, is submitted to the Graduate Council which presents its findings to the Faculty Assembly and to the Vice-President for Academic Affairs/Dean of the Faculty. These annual reports are summarized for the North Carolina Department of Public Instruction and sent to the National Council for the Accreditation of Teacher Education.

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Currently, one hundred students are enrolled in the Master's program. The program will be opened to the general public during the Fall 1994 semester. The program has received enthusiastic support from teachers currently enrolled.

Summary In retrospect, the initial debates and discussions regarding the nature of professional programs at this institution provided a means of not only clarifying the mission of this College, but more fundamentally of challenging our beliefs about the nature of teacher education programs in the nation. The Master of Arts in Middle Grades Education at Belmont Abbey College is the culmination of this intensive examination. It is a commitment toward a more dynamic and responsive vision of education founded in the liberal arts tradition. It holds the promise of transforming middle level schools into more caring, intellectually engaging communities. ♦

References

North Carolina revised middle grades teacher education guidelines and competencies. (1992). Raleigh: North Carolina Department of Public Instruction.

National Middle School Association. (1991). *National Middle School Association/NCATE-approved curriculum guidelines.* Columbus, OH: Author.

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Artin Arslanian is Vice-President of Academic Affairs and Dean of the Faculty at Belmont Abbey College.

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University of Arkansas at Fayetteville

Samuel Totten, Jon E. Pedersen,
Sherry J. Wilson, & William Nielsen

The University of Arkansas at Fayetteville was founded in 1871 as a land-grant institution. The University includes two schools and seven colleges which prepare students for the master's degree in over 70 fields, the specialist degree in education, and doctoral degrees in twenty-four areas. Broad-based undergraduate programs are also offered.

The College of Education is the major center in Arkansas for professional education, research, and educational innovation. Each year more than 1700 undergraduate and 300 graduate students enroll in the College's undergraduate and graduate programs of teaching, counseling, administration, nursing, health, recreation, educational technology, and a variety of agency-related educational fields. A Master of Arts in Teaching degree which allows students to pursue initial certification while obtaining a master's degree was established in 1992. A new middle level education program was also developed at that time, but has not been implemented because the state does not currently offer middle level certification. However, state policymakers are currently discussing new licensure standards which include middle level. When the new licensure is approved, the new middle level program will be implemented.

Certification in Arkansas

Arkansas does not offer specialized certification for middle level teachers. The state does offer a middle level endorsement which requires two courses for preservice teachers in secondary education: "Middle Level Principles and Methods" and "Adolescent Psychology." For preservice teachers seeking an elementary certification, the endorsement can be attained by completing 18 hours in the content area. Indications are that the state is moving away from the more traditional K-6, 7-12 organization to a P-3, 4-8, 7-12 organizational pattern. However, middle level advocates in the state are arguing for P-4, 5-8 and 9-12. Instead of waiting for middle level licensure to become a reality, the College of Education developed a program that would thoroughly prepare beginning teachers for middle level teaching.

Program description

The Master of Arts in Teaching (M.A.T.), is characterized by a core of coursework common to all areas and an intensive internship experience (Figure 1). Because the initial certification program ends in a master's degree, all education majors must meet the requirements for admission to graduate school as well as the specific requirements for admission to the grade level program of their choice. Requirements for a state teaching certificate are met with the successful completion of the fifth year of study.

FIGURE 1

Undergraduate Pre-education Core Requirements:

12 Hour Common Core

CIED	1002	Introduction to Education
CIED	1001P	Introduction to Education Practicum
ETEC	2003	Instructional Technology
CIED	3023	Survey of Exceptionality
CIED	3663	Classroom Learning Theory

6 Hour Designated Area

CIED	3703	Introduction to Middle Level Principles and Methods
RDNG	4343	Teaching Reading: Middle Level

TOTAL: 18 HOURS

Graduate M.A.T. Cohort Requirements

CIED	5012	Measurement/Research Statistical Concepts for Teachers
CIED	5023	Classroom Management Concepts for Teachers
CIED	5023	Curriculum Design Concepts for Teachers
CIED	5052	Multicultural Concepts for Teachers
ETEC	5062	Teaching and Learning with Computer Based Technologies
CIED	5246	Special Methods
CIED	5103	Advanced Middle Level Principles and Methods
RDNG	5123	Literacy Assessment
CIED	5123	Writing Process Across the Curriculum
RDNG	5002P	Applied Practicum
CIED	507V	Internship (6 hours)

TOTAL: 33 HOURS

The pre-education core provides foundational experiences in educational technology, educational foundations, exceptional student populations, multicultural issues, and learning theory. Additional coursework covering middle level principles and methods as well as teaching reading and writing across the curriculum round out the undergraduate content for prospective middle level candidates. Concepts such as advisor/advisee, teaming, flexible scheduling, interdisciplinary curriculum, and exploratory programs establish a common knowledge base upon which to build conceptual depth. This underlying knowledge base is addressed in both the basic and advanced survey courses.

All middle level education students will complete an undergraduate pre-education core and earn either a Bachelor of Science or a Bachelor of Arts degree. Content areas of specialization, for which students may receive certification, are listed in Figure 2. Additionally, students will have reading as a second area of emphasis.

FIGURE 2

Areas of Specialization

Students will have one area of content specialization and will be required to earn a B.A. or B.S. degree.* The students must choose one of the following as an area of specialization:

1. English/Literature
2. Mathematics
3. Science
4. Social Studies

Students *may choose* a second area of specialization from one of the aforementioned or from one of the following:

1. Art
2. Computers
3. Foreign Language
4. Health Education
5. Industrial Arts
6. Music
7. Physical Education

*It should be noted that by completing the program, students will also have an emphasis in reading.

A clinical model for the development of prospective middle level teachers was created where all of the pre-education courses have a strong field experience component. Our expectation is that quality field experiences include:

a. colleges and schools working together in selecting cooperating teachers with exemplary supervisory skills;
b. colleges communicating clearly the expectations for field experiences to the public school officials;
c. goals that are clearly delineated for the supervision of the field experiences;
d. colleges providing training for cooperative teachers; and,
e. students who are directed to observe the practical applications of the theories and issues derived from their college courses (Bonar, 1985).

Students in field experience settings will also have opportunities for:

a. trying alternative methods for teaching;
b. developing their own lessons; and,
c. carefully examining the assumptions, behaviors, and principles evidenced in their practicum classrooms and cooperating schools. Through these opportunities students will be encouraged to critically analyze their own work. Based on this critical examination our students will be asked to engage in a reflective conversation with the situation (Schon, 1987).

An internship, which constitutes the clinical component of the M.A.T., is often equated with the traditional student teaching experience; however, the University of Arkansas' program goes beyond the traditional student teaching experience. The program is in accord with Zeichner and Liston (1987) when they assert that the student teaching experiences should "enable student teachers to develop the pedagogical habits and skills necessary for self-directed growth and toward preparing them, individually and collectively, to participate as full partners in the making of educational policies" (p. 23). Inherent in "self directed growth" is an emphasis on reflection. Cognitive connections between theory and practice are built as interns become engaged members of a collaborative, cohort group.

The middle level committee envisioned the internship experience as one that allowed theory to be put into practice while reflection on the clinical setting is occurring. Such a goal for the internship experiences makes it much more beneficial in terms of teacher development than the traditional student teaching experiences. More specifically, during the internship experience, cohort grouping provides emotional support for the students, allows for the implementation of alternative teaching methods, and supports peer coaching within the reflective process. Portfolio assignments will provide an additional avenue for building reflective connections between university coursework, instruction, and day-to-day practice. The reflective teaching component is structured in a way that encourages students to inquire into behaviors or situations and analyze their perceptions regarding the classroom environment.

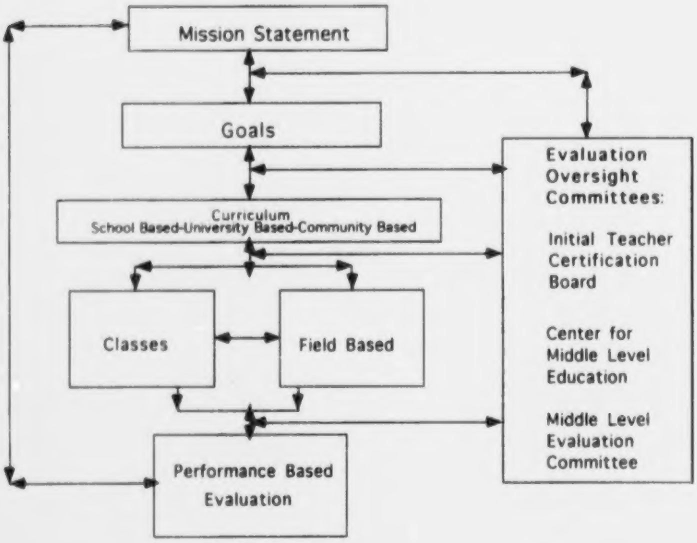
Program evaluation

Evaluation of the University of Arkansas Middle Level Program will be an ongoing procedure that is designed to impact practice. To capture the evolving nature of the program the evaluation model (Figure 3) will be a continuous, multi-measure, diagnostic battery with various checkpoints of the program systems throughout the evaluation cycle. This stance on the purpose and function of evaluation necessitates that evaluation by viewed as both formative and summative in nature.

Formative evaluation will provide an ongoing analysis of the existing system. The formative evaluation will be portfolio-driven with the portfolios providing both an instructional and an assessment component to the curriculum. Student portfolios will include journals, video taped lessons, audio tapes, learning logs, and student-designed curricular materials. The portfolios will be designed to delineate the ongoing process of the student and reflect the student's best efforts for his or her current level of development.

FIGURE 3

University of Arkansas
College of Education
Middle Level Program Evaluation


Mission Statement
Goals
Curriculum
School Based-University Based-Community Based
Classes
Field Based
Performance Based Evaluation
Evaluation Oversight Committees:
Initial Teacher Certification Board
Center for Middle Level Education
Middle Level Evaluation Committee

As a final evaluation step, the portfolio entries throughout the developmental process will be organized into an archival document suitable for dissemination to prospective employers. Entries will reflect each student's best efforts. In summary, the student portfolios are expected to provide one means of reflection within the ongoing process of providing quality instruction.

A summative evaluation will provide the opportunity to analyze a cross section of the program within a specified period of time. The advantage of this type of analysis is that the total program rather than pieces can be analyzed for overall trends and effects. This level of evaluation is designed as a means of communicating the strengths of the program to the educational community within the university.

To maintain quality control within all areas of the program, the evaluation model provides for a biannual evaluation. All evaluative data collected during the two years will be summarized into a formal report to be disseminated to the broad base of stakeholders (e.g., professors, students, public school teachers, college administrators) in the program. The purpose of the report will be to delineate existing philosophy and practices thereby providing direction and focus for change.

The summative evaluation indicates the completion of one evaluation cycle and the beginning of a new series of formative measures. The intent is that the evaluative process will never be viewed as a completed task. Rather evaluation must be viewed as a catalyst for continuous review and revision.

Concluding statements

As designed, the Middle Level Education program follows the University of Arkansas' emphasis on fifth year Master of Arts Programs. After ample discussion and examination of the latest research vis-a-vis middle level education as well as some of the more noted middle level teacher education programs in the country, a teacher preparation program has been developed that emphasizes the use of current research and practices in the field. It is believed that this new program will not only more thoroughly prepare future teachers to teach young adolescents but will also avail them of the knowledge necessary to serve as leaders in the development of exemplary middle level programs in their new positions within the educational community. ◆

References

Schon, D. (1983). *Educating the reflective practitioner.* San Francisco: Jossey-Bass.

Zeichner, K. M., & Liston, D. P. (1987). Teaching student teachers to reflect. *Harvard Educational Review, 57*(1), 23-48.

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Willamette University

Rosalyn Edelson &
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Willamette University is a small, independent, coeducational university with a college of liberal arts and graduate programs in law, management, and education. Founded in 1842 by the same Methodist missionaries who developed the Oregon Territory, it is the oldest college in the West.

Master of Arts in Teaching

Willamette University's MAT program is a ten month intensive experience, which focuses on developing educational leaders. It has a strong field-based component, with over 1,000 hours spent in the public school setting. The basic core courses are taught by seven full-time faculty, with all methods courses being taught by experienced public school teachers and administrators. The program begins each fall with a maximum of 60 students. Efforts are made to support leadership exploration and networking to prepare candidates to be effective change agents.

The Willamette MAT program is philosophically and structurally representative of a middle level education model. It is designed and implemented by the entire faculty team with much of the instruction and planning done by teams of two or more faculty members. Instructional strategies are diverse and a variety of traditional and alternative assessment techniques are employed. Each faculty member, as a guide group advisor, develops a close relationship with a cadre of eight to ten students who remain together throughout the program.

Licensure of teachers

Oregon teacher licensure is governed by the Teacher Standards and Practices Commission which has adopted an outcome-based model for teacher preparation. Oregon teaching licenses are endorsed in one or more specific teaching fields. Currently, Oregon has an elementary endorsement valid for a self-contained classroom and for limited departmental assignments in pre-primary through grade nine and subject matter endorsements valid for teaching in specific subject areas in grades 5-12. These endorsements overlap in the middle grades. There is no separate middle level endorsement.

Development of the middle level program

With the support of a strong state middle level association and the Department of Education Task Force on Middle Level Education, school districts in Oregon are making substantial progress transitioning their junior high schools into middle schools based on the recommendations of the National Middle School Association (1991) and Carnegie Council on Adolescent Development (1989). This transition is hindered by the current licensure structure and lack of teacher preparation specific to the middle level. Although the Teacher Standards and Practices Commission is in the process of researching a licensure design more responsive to educational practices, the immediate need for qualified middle level educators prompted Willamette University to design its middle level program in advance of separate middle level licensure. Willamette University introduced a middle level education program in the fall of 1992.

A Willamette University Hewlett Grant funded initial program development. Beginning in the spring of 1992, input from middle school educators was elicited, middle level literature was reviewed, and middle level teacher preparation programs in other states were studied. Additional data were obtained through: (a) interviews; (b) surveys; (c) visits to exemplary middle school sites; (d) attendance at local, state and national middle level conferences; (e) discussions with representatives of professional organizations; and, (f) discussions with the Oregon Department of Education and the Teacher Standards and Practices Commission. An analysis of the data provided enough information to design the Willamette Middle Level program and establish the requirements and criteria for the Willamette Certificate in Middle Level Education.

Middle level teacher preparation program description

The program consists of an integrated block of courses and learning experiences providing close ties between the theories examined in the university classroom and the reality and hands-on experiences of the middle school classroom. During the first semester, students spend two and one half days weekly observing and participating in their assigned classrooms. In addition to the core courses taken by all teacher candidates, students in the middle level program complete coursework in Middle Level Issues and Middle Level Methods. Methods courses are taught by educators currently teaching in middle level schools. Both of these courses cover topics essential to effective middle level teaching such as cooperative learning, integrated curriculum, teaming, advisory programs, young adolescent development, and philosophy and structure of middle schools. In addition to extensive observations in middle grade classrooms, students complete twenty (20) weeks of student teaching in a middle school.

Because Oregon does not currently have a middle level endorsement, students must complete requirements for an elementary endorsement and/or at least one secondary subject area endorsement to receive an Oregon teaching license. Students completing the middle level program are awarded a Willamette Certificate in Middle Level Education and are eligible for elementary and/or secondary subject area endorsements.

The middle level core

Issues in Middle Level Education

This course is designed to provide students with an understanding of the characteristics and needs of young adolescents. It also provides a solid background in the development and philosophy of the middle school movement, the structure of middle schools, and appropriate middle grades teaching practices.

Middle Level Methods

Middle Level Methods is taught by practicing middle level teachers and administrators covering topics such as: integrated curriculum, the teaming experience, thematic units, heterogeneous grouping, advisory, elective and exploratory courses, adapting instruction for individual students, strategies for cultural inclusion, and special methods for specific subject areas such as language arts and science. This course begins during the first semester practicum experience and continues through much of the student teaching semester. It is designed to enhance and directly support the student teaching experience.

Field Experiences

Student teacher placements are selected only from sites which offer: (a) a middle school; (b) interdisciplinary teams; (c) integrated curriculum; (d) blocked scheduling; (e) advisory programs; and, (f) exploratory and elective programs. Supervising teachers are selected who model effective middle level instructional practices. They are considered adjunct faculty who share responsibility with university faculty in providing support, instruction, and assessment of student teachers. Clinical supervision training is required of supervising teachers and is provided by the university faculty.

The practicum experience begins with attendance at school site meetings prior to the opening of school and continues two and a half days a week until December. During this time, students use their observations and participatory activities in their assigned schools as laboratory experiences for their coursework.

Student teaching begins second semester and lasts approximately twenty weeks ending the last day of school. Students assume full responsibility for teaching a half day schedule of classes (i.e., one core block of social studies, reading, English, and an advisory group). During the practicum, students observe and participate in activities and instructional strategies reflective of effective middle level practice such as teaming, advisory, interdisciplinary teaching, variety of classroom grouping patterns, and alternative assessment.

Additional program components

Foundations

Course content in psychology, management, measurement, and planning includes directed readings and assignments that focus on the middle level. Courses in technology, special populations, and multicultural education are designed to support applications in the program and in the public schools.

Leadership Module

Students identify areas of interest, conduct a literature search and gather current data from organizations and individuals through visiting sites and conducting interviews and surveys. Individual project topics are directly related to middle level or include an explanation of the relationship or applicability of the project to middle level issues, concerns and/or practices.

Guide Group

Students are assigned to guide groups consisting of eight to ten students who remain together throughout the program. The faculty advisor for the group is also an instructor in the program and the student teaching supervisor for the members of the group. Guide groups meet weekly and provide a forum to discuss individual and group issues and concerns. It is also a vehicle for emphasizing the connection between campus coursework and practicum or student teaching experiences.

Additional Methods Courses

Students have the option of taking elementary methods and/or one or more secondary subject area methods classes.

Program evaluation

Initial assessment included feedback from students and supervising teachers. Supervising teachers were asked to evaluate the program and the level of preparation of their student teachers. On a scale of one to five, they rated their student teachers at a level of four and a half or above in the areas of:

1. Understanding and relating to young adolescent students;
2. Planning and implementing developmentally responsive lessons;
3. Understanding the structure of middle school;
4. Understanding the current middle level reform movement; and,
5. Implementing components of effective middle level practices.

Strengths of the program were listed as length of the student teaching experience, knowledge of middle level issues and trends, and good communication and cooperation between the schools and the university.

In evaluating the program as a whole, all students indicated that their commitment to teaching in the middle grades was strengthened by their Willamette experience. Student evaluations of individual courses provided data for program and course revision. All student evaluations indicated a high level of satisfaction with university coursework. Students commented favorably on the team teaching approach to core courses and to having practicing teachers as methods instructors.

In evaluating their own level of preparation, students rated their university coursework higher than their student teaching experience in preparing them to teach at the middle level. This is an unusual response in as much as student teachers often consider their student teaching experience more valuable than their coursework. This anomaly might be explained by the fact that most of the middle schools used as practicum sites are in the process of restructuring and do not yet have all exemplary middle level practices in place.

Future directions

Those responsible for the development of the Middle Level Program at Willamette University will continue to work collaboratively with other Oregon teacher education institutions, the Oregon Department of Education Teacher Standards and Practices Commission, and the Oregon Middle Level Association to promote preservice preparation and staff development of middle level teachers. Work toward reconfiguration of the licensure structure to include a separate middle level endorsement remains a priority. ◆

References

Carnegie Council on Adolescent Development (1989). *Turning points: Preparing American youth for the 21st century.* New York: Carnegie Corporation.

National Middle School Association. (1991). *National Middle School Association/NCATE-Approved Curriculum Guidelines.* Columbus, OH: Author.

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Maryville University

Mary Ellen Finch &
Katharine D. Rasch

Maryville University, located in west St. Louis County, can best be described as an institution in transition. Known for many years as Maryville College of the Sacred Heart, the institution was originally founded in 1872 as a liberal arts college for young women. In 1968, the administration voted to admit men and incorporated a hospital school of nursing into its academic realm. The next major transition, in 1972, moved Maryville from a Catholic institution to an independent liberal arts college and although changes and growth occurred rapidly over the next decade, the initial Sacred Heart commitment to teaching remained as a lasting part of Maryville's mission. In June of 1992, Maryville College formally became Maryville University.

Maryville University consists of three professional schools: Business, Health Professions and Education, and a College of Arts and Sciences. Enrollment, bolstered by strong Weekend College and graduate programs in Business and Education, is approximately 3700 students. Many who attend are non-traditional students who attend the Weekend College or take evening courses.

The School of Education

What had been the Education Division of Maryville University is now a School of Education with 500 students. While the change in title came suddenly, the evolution in faculty and function to a professional school took place over a ten year period. This evolution was fueled by a rapid growth in graduate education student numbers. The Maryville University School of Education is staffed by a Dean and nine full-time faculty members. Programmatically, the School offers one graduate program, the Master of Arts in Educational Processes. This program, developed in 1982 at the request of teachers, began as a generic program, and while its generic nature continues to serve some students, for others, more specific areas of study were requested and developed. Teachers may now specialize in areas of concentration ranging from early childhood, gifted, and middle level teaching as well as environmental education and multicultural education. The entire graduate program focused upon the professional development of teachers enrolls approximately 400.

Pre-service teacher education at Maryville is offered through an intentionally small program which has been deemed a state-wide model for excellence. Students may specialize in early childhood, elementary, middle level or secondary teaching with majors in English, history (social studies), biology, chemistry, physics, or art education. The pre-service program, which enrolls traditional and non-traditional undergraduates, and post-baccalaureate graduate students, serves approximately 100 students.

Program design

The conceptual model guiding all teacher education programs at Maryville is that of "the teacher as reflective practitioner" (Dewey, 1933; Schon, 1983, 1987; Grimmett, 1988; Zeichner, 1981; Zeichner & Liston, 1985; Van Manen, 1977; Tom, 1984). Faculty members are committed to preparing teachers who, in Schon's words, "reflect in action" as well as "reflect on action." The model has been further influenced by the constructivist work of Duckworth (1988) and Kamii (1985). The faculty believes that teachers, as well as children, must be makers of their own meaning. Thus, it is our intent to prepare teachers who are not only academically strong but who mindfully reflect upon their own beliefs and practices.

Four conceptual strands flow through all teacher education programs at Maryville, giving structure to the reflective/constructivist practitioner model: a developmental strand, a curriculum and instruction strand, a school and society strand and, finally, a research or inquiry strand. These four strands provide the framework for the curriculum of all programs in the School of Education.

The middle school teacher model

The commitment to a reflective/constructivist teacher preparation program lead us naturally to consider the preparation of teachers for young adolescents. The work of the National Middle School Association (1991), the National Board for Professional Teaching Standards (1993), and the renewed interest in the young adolescent influenced our efforts.

A concurrent effort to review the secondary (7-12) licensure program at Maryville was also beginning. We recognized that the careful attention to development of the child which occurred in the early childhood and elementary programs was leaving a real gap for young adolescents. Indeed, graduates, whether elementary education prepared and teaching fifth and/or sixth graders or secondary graduates who were teaching seventh and/or eighth graders often indicated how ill-prepared they were to work with young adolescents. They felt inadequate in understanding the developmental needs of this age group and in using their content knowledge to develop the kind of integrated lessons that engage middle level students.

To this mix came the renewed commitment of the state to strengthen middle schools by an entirely new look at the licensing requirements for the preparation of middle level teachers. Finally, several faculty members who had taught middle level students and enjoyed them as well came together to work within the program.

The process

A Middle School Task Force spent a year designing a program for Maryville's School of Education. Based on the conceptual model of reflective practitioner, the constructivist philosophy, and the four identified strands, members of the Task Force designed a program they believed would prepare a teacher for the middle school classroom.

The Task Force was representative, consisting of several middle school teachers, building and district level administrators, and Maryville faculty. The strength of the Task Force was that it started from scratch. There were no previously set parameters for the curricular design. Instead, members were encouraged to "dream big," to design a program that would reflect the best in middle school teaching. Teachers looked to the *NMSA/NCATE-approved Curriculum Guidelines* (1991), their knowledge of young adolescents, and their knowledge of schools. University professors provided perspectives on curriculum and the development of prospective teachers. Conversations about the nature of teaching and the professional education component of such a program were spirited. The following competencies, grouped by strands, were crafted as initial guidelines and vision for the program.

1. Development Strand

Young adolescent

The student will:

1. Understand the cognitive, affective, and physical development of the preadolescent.
2. Explore how the preadolescent learns and will adapt curriculum and instruction to meet the profiles of this age group.
3. Explore the strategies helpful in facilitating the preadolescent guidance programs, exploring the advisor/advisee roles as well as the teacher pupil roles and how they impact all development.
4. Develop strategies for assessing the growth and development of the middle level student.

Professional development of the teacher

The student will:

1. Explore his/her mission to teach on the middle level.
2. Develop confidence in working with middle level pupils.
3. Explore his/her future role in team and building relationships.
4. Develop skills in strategic planning and participatory management.

5. Develop skills in conferencing with parents, pupils, and fellow professionals.
6. Develop skills in conflict management with parents, administrators, pupils, and patrons.
7. Observe and develop skill in teaming and collaboration.
8. Develop skills as a reflective practitioner.

2. Curriculum and Instruction Strand

Curriculum

The student will:

1. Acquire or have acquired a broad knowledge in the major content areas, with a concentration in one or two areas, specifically.
2. Examine the purpose and structure of the exploratory curriculum.
3. Use his/her broad knowledge of content knowledge to explore curriculum from integrated and interdisciplinary perspectives.
4. Be exposed to a wide range of technological advances and how they can be utilized across the middle school curriculum.
5. Develop the ability to integrate critical thinking/problem solving skills across the curriculum.
6. Explore the purpose and range of co-curricular curriculums.
7. Develop the knowledge and skills to address the emotional, social, and physical needs of young adolescents.
8. Explore wellness and citizenship curriculums.
9. Examine what influences curriculum decisions, and reflect on the choices made.
10. Examine the range of curriculum designs and outcomes.

Instruction

The student will:

1. Develop and use a knowledge base of instructional strategies, including direct, cooperative, inductive teaching models, etc.
2. Explore various learning styles and how they impact instructional decisions.
3. Explore, develop and use hands-on teaching strategies for young adolescents.
4. Explore how team teaching impacts instruction in the areas of scheduling and rescheduling, time management, integrated, disciplinary, and interdisciplinary study (process and strategies), conferencing and planning time.
5. Develop skills in diagnosing and assessing reading and writing abilities in pupils.
6. Explore strategies for strengthening the reading and writing skills of the middle level student.

7. Develop and use a variety of strategies for assessing and evaluating both instruction and pupil growth and development at the middle level.

3. Inquiry Strand

The student will:

1. Develop an awareness and knowledge of the research available on middle level pupils, curriculum, and instruction.
2. Develop skills for observing middle level pupils and instruction and reflecting on those observations.
3. Develop appropriate strategies for collecting useful data in class rooms.
4. Examine personal and professional research findings and make the appropriate transfer of this information into good practice in the classroom.

4. School and Society Strand

The student will:

1. Explore the global context of the middle level pupil: his/her individual needs, family, community, etc.
2. Explore the broad issues which impact the schooling and education of today's student.
3. Become aware of social responsibility and consider opportunities for middle level students volunteer service.

The common core of the program

As the competencies for middle level teachers emerged, faculty began to see how the coursework for such a program might be configured. Working from competencies specified for all middle level teachers, the Task Force focused upon already certified teachers seeking a second area of licensure. These teachers come to Maryville with a variety of backgrounds and certificates, yet the Task Force developed a body of coursework that would become the common core of the program. This core was a sequence of three semesters of coursework and experiences, with accompanying field work:

Introduction to Middle School (2 semester hours)

This course provides an understanding of the philosophy, history, structure and future direction of middle level education, as well as how these topics relate to the characteristics of the young adolescent.

The Middle School Child: Curriculum and Instructional Strategies (4 semester hours)

A purposefully integrated in-depth exploration of the cognitive, affective and psychomotor growth of the young adolescent as well as the appropriate curriculum and instructional strategies for meeting their needs.

The Middle School Teacher (3 semester hours)

An exploration of the role of the middle school teacher with emphasis upon special issues such as teaming, collaboration, integrated curriculum and participatory classroom management.

All four programmatic strands were interwoven in these three sequential courses. Plans for collaborative work, action research, data gathering and site visits to each other's classrooms were also included.

Not surprisingly, one of the most powerful components of the core sequence of classes is the opportunity for teachers to work and plan together. The sharing that occurs during the course sequence is intended to provide the groundwork for sharing and communication within the team setting when teachers are back at their middle school. Another particularly powerful outcome has been the support gained from the cadre of teachers going through the sequence of courses together.

Programmatic components

Throughout this coursework, programmatic components include issues of equity and a careful, in-depth look at issues of gender, race, and socioeconomic status as well as issues of tracking and grouping. Other components address structural and instructional issues for the middle school. Teachers will have some planning and experience with an advisory system, flexible scheduling, interdisciplinary and teamed teaching, exploratory cycles, and attention to the needs and interests of the middle school student.

Teaching integrated and thematic units has been a component of the curriculum that has received a great deal of attention. This topic has forced us to look at both professional education and liberal arts coursework. The program intentionally and overtly makes sure that instruction includes modeling many of the components of curriculum and instruction that have been recommended for middle school students. Much of the modeling occurs in the core courses, but the program has been designed so that teachers see this same integration and connections in further exploration of the liberal arts disciplines.

Beyond the core courses, each teacher's liberal arts and general education preparation was examined. Not surprisingly, many teachers did not have broad-based content backgrounds that the Task Force's competencies indicated as necessary. It was the shared belief of the faculty and the Task Force that teachers needed preparation across disciplines to accommodate variation in team composition, integrated teaching, and a level of generalist preparation. The need for reading, writing, and language arts competencies for all middle school teachers was prescribed by the new state licensure requirements. This work was incorporated into the core courses and a Reading and Writing in the Content Area course required for those who did not have reading and language arts preparation. It was also decided that teachers with minimal preparation in mathematics and science would take a newly developed, integrated, and team taught course that would explore mathematics and science content through a constructivist model of teaching both areas. Recruitment opportunities could have been diminished by having requirements in both professional and the liberal arts. However, this has not been the case.

The keys to success in the Maryville University middle school program are listed below:

a. An open faculty willing to look at new programs and ideas.
b. The faculty has credibility with teachers because of their presence in schools.
c. Two key faculty members who have had specific, extensive experience and preparation in middle schools.
d. A holistic program model that focused directly on the developmental needs of middle level students.
e. The belief that teachers and students will actively construct knowledge.
f. A commitment to universal access to education for students and the belief that graduates should believe that all students can learn.
g. A lack of territorialism or elitism that might be perceived by students as an impetus to choose one level over another.
h. A core of excellent practicing middle school professionals who work closely with the program.

The success of the program has brought a large number of graduate students to the program. Through modification of the undergraduate field experiences to include middle schools, we find ourselves having developed an undergraduate middle school program as well. A beginning core of 10 preservice students are now working in field sites which are the classrooms of the students in the graduate program. This connection has been very powerful and has provided us with middle school field sites comparable to those used in our other programs. ◆

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University of Wisconsin-Platteville

Tom Lo Guidice and Martin Tadlock

The University of Wisconsin-Platteville, one of 13 universities in the University of Wisconsin System, has an enrollment of approximately 5,100 undergraduate students and 1,000 full and part-time graduate students. UW-Platteville was founded as the state's first teacher preparation institution with the establishment of Wisconsin's first normal school in 1842. The College of Education offers undergraduate certification programs in elementary, middle level, and secondary education and graduate programs in elementary, middle, secondary, vocational-technical, and counselor education. Located in the southwest corner of the state, UW-Platteville is a recognized leader in middle level education throughout the state and region.

Certification

Certification in Wisconsin takes many paths. Teachers can be licensed in any of the following ways: PK-6, 1-6, 1-9, 5-9, 6-12, and 9-12. Universities submit evidence of meeting the Department of Public Instruction's requirements for a particular license and are then authorized to recommend their candidates for those licenses.

The licensure programs at UW-Platteville fit within the Wisconsin state standards. For example, UW-Platteville currently offers all elementary licenses allowed by the state: PK-6, 1-6, 1-9, and 5-9. These licenses overlap the secondary areas: 6-12 and 9-12 with some special area programs being K-12.

Program background: Master of Science in Education

A total of 30 semester hours of coursework, 15 of which are common to all students, is required for the Master of Science in Education. Additionally, one of the following program options are required: an educational project; thesis; seminar paper; or an additional six semester hours of graduate credit. A written, comprehensive examination is also required in all program options.

The 15 credits of required courses in the program are spread across five areas: (a) research; (b) the learner; (c) instruction; (d) curriculum; and, (e) foundations. A sixth area of content knowledge requires nine credits of coursework of the student's choosing. This brings the program credits to 24. Students then fill the remaining credits with courses that fit their degree option, one of which is the Middle Level Option.

The middle level option

A person seeking middle level licensure may pursue the Middle Level Option of the Masters of Science in Education degree. To complete the degree, one must take the required coursework common to all MSE students, take eight semester hours of middle level block, complete a three semester hour course in middle school curriculum, and choose a program option such as a thesis, seminar paper, educational project, or additional coursework. The eight hour block consists of four, two-credit courses open to both undergraduate and graduate students. Two of the courses are block scheduled in the fall and spring semesters and both are team taught. During the summer, all four courses are offered in a four week block, with two follow-up mornings where those attending all four courses come together for common experiences.

The following outline illustrates scheduling arrangements:

Fall Semester
- Key Concepts of Middle Level Education, Mondays, 4:30-7:00 p.m.
- Characteristics of Transescents, Mondays, 7:00-9:30 p.m.

Spring Semester
- Advising, Interaction, and Communication, Tuesdays, 4:30-7:00 p.m.
- Teaching the Transescent, Tuesdays, 7:00-9:30 p.m.

Summer Block (1993 Schedule)
- First Two Weeks
  - Key Concepts of Middle Level Education, M-Th, 8:00-11:45 a.m.
  - Characteristics of Transescents, M-Th, 1:00-4:45 p.m.
- Second Two Weeks
  - Advising, Interaction, and Communication, M-W-F, 7:30-10:00 a.m., T-Th, 8:00-11:45 a.m.
  - Teaching the Transescent, M-Th 1:00-4:45
- Selected Date
  - All four courses activity, 8:00-12:00 a.m.
- Selected Date
  - All four courses activity, 8:00-12:00 a.m.

The fifth course, Middle School Curriculum, is taught alternating summers. Although this course is not integrated into the block, it is closely correlated with the other courses.

Course descriptions

Key Concepts of Middle Level Education (2 credits)

This course provides students with an introductory understanding of the philosophy and organization of middle level education. Emphasis is directed toward programmatic considerations.

Characteristics of Transescents (2 credits)

This course introduces middle level students. The focus is on the physical, intellectual, emotional, and social development of young adolescents.

Advising, Interaction, and Communication (2 credits)

This course focuses on the classroom counseling skills required of middle school teachers to include listening, group dynamics, encouragement, and non-verbal communication. The emphasis of the course is on group guidance activities in the classroom setting.

Teaching the Transescent (2 credits)

This course provides an overview of the curricular and instructional practices appropriate for the young adolescent learner. Issues, trends, and research relevant to effective middle level instructional practices are discussed and demonstrated.

Middle School Curriculum (3 credits)

The development of the middle school curriculum as it has been shaped by social forces, along with readings and research is considered in this course. Special emphasis is focused on middle level education as a whole and on the teaching process in grades five through eight.

Unique features of the middle level program

During the summer, all four courses are thematic and the middle level team shares responsibility for the planning of the courses. During the school year, the two courses that are block scheduled together in the fall and spring are thematic and team taught.

The middle level faculty believe middle level instructors at the college level must model what they teach, therefore the decision was made to block schedule the courses, team teach the courses, and integrate the content around a central theme each year. Also, the courses use instructional strategies consistent with effective middle level instructional strategies. Cooperative learning, project based learning, and discovery learning drive instruction.

The future of the program

As is the case on all University of Wisconsin campuses, budget reallocations and decisions related to program downsizing and elimination are being made at this time. All Colleges of Education throughout the system are undergoing lateral reviews of programs to decide what to keep and what to eliminate. Along with this is a desire to strengthen existing programs that are considered exemplary. The middle level graduate program at UW-Platteville is a recognized strength of the university system, therefore it is likely that the program will not only continue, but will expand to include such activities as a follow-up/mentoring program for first year teachers. ◆

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The Vermont Middle Grades Professional Development Collaborative

Judy Carr, Chris Stevenson, Ken Bergstrom,
Aostre Johnson, John Duval, & Steve Schapiro

Most Vermont teachers of young adolescents have no formal preparation in middle level education (Allen, 1990). Vermont established a separate (voluntary) endorsement for middle grades teachers who teach in grades five through eight in 1989. Individual middle level courses have been offered by the University of Vermont and St. Michael's College for the past eight years, while Trinity College initiated the first middle grades graduate program in the state in 1991. However, access to middle level coursework needed to earn the endorsement has been largely inaccessible for those teachers outside Chittenden County, where 25% of the state's population resides.

Although several Vermont higher education faculty are interested in and work in middle level education, none hold positions designated as "middle level teacher education." Furthermore, no single institution can deliver all of the middle level coursework so urgently needed in all regions of the state. This being the situation, the six authors decided to combine their talents and efforts, and those of their respective institutions, and share responsibility for middle level courses and institutes. This plan makes it possible to increase by several fold the impact over what could be accomplished through individuals working singly and separately.

Since 1991, the six authors, from five institutions of higher education (Castleton State College, Goddard College, St. Michael's College, Trinity College and the University of Vermont) have worked together to design sequences of courses leading to Vermont's Middle Grades Endorsement to be offered in the five regions of the state outside of Chittenden county (Northeast, Northwest, Central, Southeast, and Southwest). This collaboration is a direct result of the Middle Grades School State Policy Initiative of the Carnegie Corporation of New York and the Vermont Department of Education. The collaboration has produced an innovative design including core courses and elective modules offered by expert practitioners. In addition, working together on the collaborative idea has generated particularly gratifying professional and personal interactions. For the authors, the collaboration has the added benefit of providing opportunities for collegial conversation and critique, an excellent vehicle for professional development that would not have otherwise been available. By sharing resources, collaboratively designing syllabi, planning sequences, negotiating logistical matters, and co-teaching classes, this initiative has helped us continue to refine our pedagogy in line with middle level practice in a way that would be very difficult in our individual institutions. Both the challenges and the accomplishments have produced a comraderie akin to that enjoyed by a successful middle level interdisciplinary team (George & Stevenson, 1989).

The work of the Collaborative has been guided by these goals:

- To develop sequences of high quality coursework leading to Vermont's voluntary middle grades endorsement to be offered in the five regions of the state outside of Chittenden County.
- To assure that students may register for this coursework through any one of the participating institutions.
- To model collaboration among institutions of higher education and with practitioners in the field.

The Vermont middle grades endorsement

In 1989, Vermont adopted a voluntary middle grades endorsement for teachers of grades 5 through 8. The endorsement requires that competencies be addressed through coursework (Figure 1).

These competencies are consistent with the National Middle School Association (1991) guidelines and with National Association of State Directors of Teacher Education and Certification (1993) guidelines. The requirement for the equivalent of a minor in two areas is one which can be addressed through retrospective transcript analysis and/or new coursework on an individual basis. The shared need of all Vermont middle level educators for coursework which addresses the remaining eleven competencies has been the focus of the collaborative effort.

Establishing core values and standards of scholarship

As a first of its kind collaborative, inter-institutional venture, the Vermont Middle Grades Professional Development Collaborative has entertained wide-ranging conversations about issues of graduate teacher education. Individual priorities needed to be articulated to arrive at some key assumptions to guide planning, design, and delivery of courses and institutes. The commitment outlined in Figure 2 constitutes a conceptual framework to guide the design and delivery of offerings to enhance the understandings, practices, and qualifications of the state's middle level educators.

FIGURE 1

Middle Grades Competencies

1. Knowledge of the physical, intellectual and psychological changes that occur developmentally during early adolescence including the special needs of exceptional students.

2. Knowledge of two or more content areas appropriate to the middle grades curriculum. The content area knowledge base must be equivalent to the requirement of a teaching minor as required for other subject area endorsements.

3. Knowledge of specialized professional techniques used in the middle grades including advisory programs, interdisciplinary team organization, interdisciplinary planning, and cooperative learning.

4. An understanding of each student in his or her family, school, and community context, and a sensitivity to the variety of economic and cultural influences which affect each student's life.

5. Ability to develop middle grade students' appreciation, enthusiasm, and skills as listeners, readers, thinkers, writers, researchers, and speakers.

6. Ability to design and present instruction commensurate with the developmental needs and readiness of early adolescent students.

7. Ability to interest and actively involve students in the study of mathematics, science, health, physical education, social studies, the fine arts, and computer science.

8. Ability to encourage students to express themselves in a variety of ways, including the visual and performing arts.

9. Ability to provide an environment which encourages each student to become aware of him or herself, to develop the ability to express, understand, and control his or her feelings, and to develop a sense of trust and independence.

10. Ability to provide an environment which encourages positive peer relations including the enjoyment of being with other people, the development of respect for the feelings of others, and respect for the rules and routines shared by the group.

11. Ability to plan, organize, manage, and evaluate student and classroom activities.

12. Ability to establish and maintain positive relationships with families and the community.

FIGURE 2

Vision of the Middle Grades Teacher

The Vermont Middle Grades Professional Development Collaborative envisions a new kind of teacher: facilitating learning, empowering students, involving the community, working collaboratively, learning alongside students, and demonstrating to colleagues and students that learning is lifelong — a stated goal of the Vermont State Board of Education. Likewise, we will model in our work with teachers ways in which we would have them work with young adolescent students.

Variety in Assignments

Middle level philosophy, like adult learning theory, suggests the value of providing students with choices in their learning. Learning experiences will be balanced among those required of all (no choice), those established by the instructor from which students may choose (guided choice), and those designed/proposed by the student (free choice).

Standards Without Standardization

We recognize the need to establish certain criteria to evaluate student work. At the same time, we know that flexibility in addressing the needs of students is essential and that overemphasis on standardization can limit student innovation and exploration. The criteria for successful participation in this middle level course work will be regularly reviewed by the Steering Committee and, when and where appropriate, revised.

Authentic Assessment

Work produced by students will be appropriate for inclusion in their professional portfolios, and assignments will be designed to document competencies in the middle grades endorsement, to be application-based, and to demonstrate best practice in learning, teaching, and assessment.

Evaluation /Grading

Instructors for the middle level coursework offered through the Vermont Middle Grades Collaborative will follow the policies of the institution(s) through which participants are registered.

Process and outcomes

A focus on desired goals and outcomes is most useful when it also includes attention to the quality of the experiences which lead there. The Vermont Middle Grades Collaborative will continue to search for authentic ways to model the values inherent in the content of the courses and to make expectations and learning experiences "real," genuine, and useful to course participants.

Building our capacity to design and deliver course sequences

At the outset, it was recognized that the six authors could not successfully provide all of the necessary courses on a regular rotation in all regions of the state. In addition, we believed strongly in the value of working together with expert middle level practitioners in the field to enrich the sequences. We also wanted to model in our own work the kinds of partnership and teaming which are central to middle level education. Therefore, a "Middle Grades Course Planning Retreat" was planned and 30 educators, including other professors and a large number of innovative middle level educators from across the state were invited to join us to plan learning experiences for our fellow middle grades educators across the state. The two day retreat took place on March, 1992 with a full day follow-up session held on a Saturday a month later.

The purpose of the retreat was to plan for and prepare course modules to be included in the sequences. By focusing on what is known about how teachers learn and on best practices in teacher professional development, and by sharing learning and teaching ideas with one another, an extensive framework for the planning and development of courses for middle grades teachers was generated. A significant amount of time was devoted to organization and planning strategies interspersed with interactive workshops on the following topics:

- History and future of the Vermont middle grades professional development group
- Learning about learning and teaching
- Regional model/course sequences overview
- What learning looks like for middle grades students
- Identifying potential course topics/areas of focus
- What we know about how teachers learn and change
- Small group brainstorms: course goals/ purposes
- Small group brainstorms: appropriate learning/teaching activities
- Multiple intelligences overview
- Small group brainstorms: appropriate learning/teaching activities
- Assessment/evidence of learning
- Work session: roughing out module plans
- Sharing results/next steps

As a result of the first day and a half, each participant created a rough outline for a module. We then further developed our module plans before returning for a follow-up session at which we critiqued each other's plans and made revisions. Each plan included the following:

- Title
- Rationale
- Goals
- Content outline
- Schedule of activities
- Readings/assignments
- Criteria for grading and assessment

The result was six stand-alone modules which are offered as part of the sequences as 1-credit course offerings, and additional modules which are offered as workshops within the structure of the 2- and 3- credit courses. Summer institutes are also being planned around selected modules. The following one-credit modules have been approved, and others will be designed as needs and interests of participants dictate:

Authentic Assessment: From Paradigm Shift to Practicality, Peter Straub, Middlebury Union Junior High School

Authentic assessment accesses students' learning through a wide variety of activities and methods through which true learning is represented. The development of such approaches will be the focus of this course.

Conflict Resolution and Mediation: Building Community and Facilitating Group Process, Madelyn Nash, Swanton Central School

This course focuses on the teacher as a role model, teaching students conflict resolution skills, and ways to integrate the theme of conflict resolution into the curriculum.

Interdisciplinary Curriculum, Carol Smith, Shelburne Middle School

Practice with a variety of planning strategies will give teachers a real opportunity to find the most effective way to develop an integrative approach to learning and teaching.

Introduction to Cooperative Learning, Charlotte Kenney and Marilyn Hindes, Colchester Junior High School

Participants will be introduced to cooperative learning as a teaching strategy which allows them to incorporate social skills instruction with academic content.

Observation Skills: Understanding and Doing, Judith Meloy, Castleton State College

Observation is an important assessment tool. Explicit guidelines for appropriate observation will be provided and the role of observation in the context of action research will be explored.

Team Development, Garet Allen-Malley, Trinity College

Stages of team development will be explored and the experience of working with these to fit the team's current and future needs will be provided. A variety of options will be provided so that students will be able to study topics of special interest to them. The decision about which modules will be offered in each region will be made following discussion with those who participate in the core courses and with representatives of schools in the region. Additional modules will be added as need and interest in a region(s) dictate. These additional modules will be approved by the Steering Committee of the Vermont Middle Grades Professional Development Collaborative based on the following criteria:

- Relevance of course topic/content
- Appropriateness of readings, assignments, and activities
- Qualifications of the instructor (including requirement of a master's degree)

An unexpected outcome of the retreat was that many participants described the experience itself as "the most invigorating professional development experience" they had ever experienced. These veteran middle level educators have taken what middle level coursework is available in the state and many have implemented alternative programs in their schools. This opportunity to work together to create new learning opportunities for colleagues in the field was well-matched with their own needs as adult learners.

Designing the course sequences

Having identified core values and standards of scholarship and worked with practitioners on the design of modules, we felt that we were ready to finalize a design for sequences to offer in all regions of the state. While the development of course syllabi is left to instructors, course outlines for each course have been agreed on which include overviews, goals, content outlines, resources, and sample assignments. The nine-credit sequence of courses consists of three core courses (a total of 7 credits) required of all participants who wish to earn Vermont's Middle Grades Endorsement and a series of 1-credit modules through which participants may focus in greater depth on areas of interest explored in the core courses and, at the same time, earn the remaining two credits needed to earn the endorsement. The following core courses are offered in each region:

Young Adolescent Development (3 Graduate Credits). The essence of the movement to restructure schooling at the middle level is a commitment to create schooling that complements the nature and needs of ten to fourteen year old students. Current human development theory and research point to early adolescence as a period of extensive personal changes that emphasizes individual differences and variability. This course examines selected domains of each personal change and identifies exemplary practice supportive of those changes. As a result of this course, students will demonstrate:

- Understanding of the intellectual, somatic, and psychosocial changes occurring during early adolescence.
- Appreciation of the role and expectations confronting young adolescents in contemporary family and community life.
- Skill in using selected inquiry technique to enhance ongoing learning about one's young adolescent students.

  Understanding of the reciprocal relationships between selected human development issues and middle level schooling strategies.

Sample assignments include conducting a shadow study of a young adolescent student, carrying out an inquiry into pertinent dimensions of students' lives, and designing a brochure and accompanying workshop for parents highlighting key aspects of young adolescent development.

Developmentally Appropriate Curriculum and Pedagogy (2 Graduate Credits). Curriculum and pedagogy, seen as both the overall plan for learning and teaching and as the lived experience of the learner, can make any educational effort succeed or fail. Effective, humane, and alive middle grades programs must be rooted in a deep understanding of diverse curriculum and instructional methods based on an integrative perspective and a developmental approach to middle grades learners. If educators have personal experience with curriculum practices that are unfamiliar to them, they will be more successful in implementing these with their middle grade students. Therefore, every effort will be made to model the content of this course in the teaching of this course. By experiencing and reflecting on an integrative, developmental approach to curriculum and pedagogy, middle level educators will become more committed to implementing this approach in their schools. As a result of this course, students will demonstrate:

- the ability to employ diverse approaches to curriculum (disciplinary, multi-disciplinary, interdisciplinary, integrated, and integrative) that support all areas of development (physical, cognitive, intuitive, social, emotional, moral, and spiritual) and that represent a variety of perspectives, including global and multicultural perspectives;

- the ability to facilitate multiple instructional strategies in the context of student-directed, cooperative, democratic, inquiry-based, active, hands-on, real-life, aesthetically-based, brain compatible, creative approaches to learning;
- the ability to use authentic methods to assess student learning.

Sample assignments include keeping a journal of the entire experience, utilizing reflective personal writing, poetry, drawings, diagrams, collages, videos, music tapes, etc.; working in a group on a major integrative piece of curriculum based on models from class; and experimenting with approaches from class with middle level students.

The Middle Level School Organization (2 Graduate Credits). Students in the middle grades deserve organizational settings which meet their particular needs. Those wishing to create an environment which supports good middle level education must pay as much attention to context as to event, focusing on setting, philosophy/attitude, context, and climate. In Vermont, ten to fourteen year old students are found in schools representing a variety of organizational configurations, the most common of which are K-8, K-6, (5)6-8, 7-12, and K-12. Each of these presents certain opportunities and limitations with regard to design of structures which support developmentally appropriate educational experiences for young adolescents—shared governance/leadership, interdisciplinary teaming, block scheduling, teacher advisories, and so on. As a result of this course, students will demonstrate:

- Knowledge of specialized professional techniques associated with the middle school concept, including advisory programs, interdisciplinary team organization, school and classroom grouping practices, scheduling options, exploratory programs, coordination of education/health/social services and parent/community involvement.
- Understanding of principles of transformational leadership and shared governance involving teachers, students, administrators, parents, and the community.
- Ability to involve key participants in the design and implementation of a shared vision/mission.

Sample assignments include leading a group through development of a middle level mission statement, developing and conducting a school climate survey in a middle level setting; and implementing an advisory program in one's own school setting.

Formalizing the agreement

The process of developing these courses was so professionally stimulating that we avoided for months the need to confront some of the logistics: registration details, conflicting policies between institutions, setting a tuition rate, making financial arrangements. For example, grades in the various institutions have different numerical equivalents; one institution does not assign grades A+ or D+ while others do; one institution uses narrative evaluations exclusively and does not assign grades. Tuition rates differ significantly across institutions. In the end, because the integrity of the design was evident and because there was no financial liability for any of the involved institutions, this last step turned out not to be particularly difficult. We compiled a proposal which described the sequences, presented core values and standards of scholarship, included a course outline for each of the core courses and six modules, and proposed financial arrangements, and we each took the responsibility to take this proposal through the required approval process at our respective institutions. It was proposed that:

- Students may sign up for these courses through any one of the following institutions: Castleton, Goddard, St. Michael's, or Trinity College.
- Tuition for these courses will be the same, no matter through which institution the student signs up. The tuition rate is based on analysis of the varying rates of the participating institutions, and it will be revisited and revised annually by the Steering Committee of the Vermont Middle Grades Professional Development Collaborative.
- Each student will pay tuition directly to the institution that will be granting credit for his/her participation.
- The institution will keep 40% of the tuition and send the remaining 60% to the Vermont Middle Grades Professional Development Group.
- The Vermont Middle Grades Professional Development Group will pay all instructional fees and other costs associated with the offering of these courses.
- The Vermont Middle Grades Professional Development Collaborative will comply with the evaluation policies of the respective institutions.

To date, four of the five institutions approached have enthusiastically agreed to participate in this innovative collaboration, a first of its kind in the state, and the fifth is about to join.

Implementing the sequences

The first course, Young Adolescent Development, was offered in January 1993 in Clarendon, Vermont, the southwest region of the state. Using the syllabus developed by John Duval based on our original course outline, the course was team-taught using a format in which one member of our group presented at all class sessions (to build connections with participants and ensure consistency throughout the experience), and each of us has been responsible for the design of one or more sessions (to model a team approach and to best access our individual knowledge and expertise). Two sessions were offered by individuals who attended the retreat. Each session has been videotaped to capture all presentations, in hopes that over time, some of these taped presentations can become part of future courses and that we may ultimately be able to assemble a more holistic overview of key issues in the professional development of middle level educators.

Other courses will be offered, with different members of our group taking the lead for each offering and all participating in some way in all of them. This pattern will be repeated as offerings are expanded to all regions. Course offerings will be staggered in such a way as to assure that no more than three collaborative courses are offered in any one semester. We also expect to adjust individual courses in accordance with formative data.

Envisioning new possibilities

The design and implementation of these course sequences has provided us with an opportunity for collaboration which is unique in higher education. We are anxious to build on our successes to date by working together on other innovative ways to meet the professional development needs of middle level educators. The possibility of creating a performance-based assessment center at which middle grades teachers could learn about performance-based assessment while working to document their own performance in relation to each of the competencies in the licensure endorsement is currently being explored. There is interest, too, in developing prototype electronic portfolios which portray exemplary middle level teachers. The potential of interactive television as a medium through which to deliver some or all of our courses is another avenue we intend to pursue, with an eye especially to the degree to which this medium can be made to lend itself to the interactive, experiential approaches which we believe must be modeled in coursework for middle level educators. Ultimately, we hope also to involve other institutions of higher education in this collaborative effort and to support each institution in the development of pre-service programs focused on middle level teacher preparation. As a result of pre-service program planning incentive grants made possible by the Carnegie Corporation, three institutions are already developing the first such pre-service programs in the state.

In the near future, we also hope to have in place in Vermont a continuum of undergraduate and graduate experiences which will make it possible for all educators who work in the middle grades to have received specialized preparation to do so. The work of the Vermont Middle Grades Professional Development Collaborative is a significant step in that direction, one we hope can be transferred to other states with similar goals for middle level education. ◆

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16

Creating a Sustainable Future

Middle school teacher educators have two related missions. Their primary mission is to prepare students to teach young adolescents. Using a variety of program, course, and field experience configurations, middle school teacher educators lead their students through the intricacies and nuances of young adolescent development, the expanding field of middle school curriculum, instructional strategies that accommodate and further young adolescent development, the organizational structures of middle schools, and the intersection of subject matter knowledge with curriculum, instruction and development. Field work, the crucible of education in the 1990s, is accomplished through observations, shadow studies, tutorials, internships, and site-based course delivery. Special program aspects encompass after-school community service arrangements that allow students to interact with youth outside the classroom, staffing school-based homework sessions or homework hotlines, and long-term peer mentoring programs. Middle school teacher educators are guided by best practice, the growing literature on middle schools, and emerging national perspectives on the appropriate preparation of middle school teachers.

But there is a deeper mission that middle school teacher educators undertake that is not often articulated, that lies just below the surface, at the tacit level of understanding. These educators are engaged in the continuation of the middle school movement, in the creation of a sustainable future for the education of young adolescents. Middle school teacher educators approach this aspect of their mission with a deeply rooted and profound understanding that the forerunner of the modern middle school movement, the junior high school, failed to achieve its mission in no small part because of a failure to create teacher education programs to staff this new level of schooling. In this failure to develop appropriate programs at the college level, the junior high school sealed its future fate (Dickinson & Butler, 1994). No school, at whatever level, can succeed in its stated mission without the influx of specially prepared professionals. This is the knowledge of the deeper mission that middle school teacher educators carry with them — the knowledge that what they are engaged in goes beyond the "normal" preparation of teachers to the creation of a cadre of specially prepared professionals who can provide the middle school movement with a continuing commonality of purpose, vision, and means of achievement.

The fourteen programs profiled in this work are based on the two missions described above. There are other commonalities that they share as well, as there are differences. Yet what binds them together — these geographically scattered, institutionally-diverse, contextually different programs — is their focus on the special preparation of middle school teachers to teach young adolescents. In educating another generation of middle school teachers these programs are helping to secure the future for the middle school movement.

Using national perspectives: The role of the NMSA Curriculum Guidelines

As the middle school movement has matured into its own adolescence from its origins in the 1960s, there has been a slow emergence of national consensus on the foundations of middle school education. This consensus is often found in documents that attempt to summarize, inform, and direct the field — *This We Believe* (National Middle School Association, 1982), *The Exemplary Middle School* (Alexander & George, 1981), *Successful Schools for Young Adolescents* (Lipsitz, 1984), *A Curriculum for the Middle School Years* (Lounsbury & Vars, 1978), and more recently *In the Middle* (Atwell, 1987), *Team Organization: Promise—Practices and Possibilities* (Erb & Doda, 1989), *Teaching Ten to Fourteen Year Olds* (Stevenson, 1992), *A Middle School Curriculum: From Rhetoric to Reality* (Beane, 1993) and *Integrated Studies in the Middle Grades: "Dancing Through Walls"* (Stevenson & Carr, 1993).

Middle school teacher educators, while steeped in the foundations of the broader movement, have also developed documents that direct their specific practice. *Professional Certification and Preparation for the Middle Level: A Position Paper of National Middle School Association* (1991), *Windows of Opportunity: Improving Middle Grades Teacher Preparation* (Scales, 1992), *Growing Pains: The Making of America's Middle School Teachers* (Scales & McEwin, 1994), *Preparing to Teach at the Middle Level* (Alexander & McEwin, 1988), and *On Site: Preparing Middle Level Teachers Through Field Experiences* (Butler, Davies & Dickinson, 1991) are all part of the consensus of appropriate practice for teacher educators at the middle school level. But the foremost of these influential documents is the *National Middle School Association Curriculum Guidelines* (1991). The *Guidelines* serve as the primary basis of middle school program development and revision at the college and university level for these profiled programs and many others throughout the country.

The *Guidelines* were developed as a response to National Middle School Association's entry as a constituent member of the National Council for the Accreditation of Teacher Education (NCATE) and as peer standards in line with standards in other areas of teacher preparation such as mathematics, science, physical education, and exceptionalities. The Association charged a standing committee, Professional Preparation and Certification, with responsibility for developing standards for middle school teacher preparation programs within the context of the NCATE dictates and establishing a process of folio review for programs submitted for review under the *Guidelines*. The initial undergraduate standards were developed and adopted by NCATE in 1990 with the graduate standards following a year later. In 1995 the standards, both undergraduate and graduate, are in the process of revision under the normal five-year revision cycle established by NCATE.

The *Guidelines* are a reflection of accepted practice in middle school teacher education. They are an "embracing" document intended to include the range of the field of middle school teacher education. Often referred to as a "floor," the *Guidelines* were crafted in the spirit of the deeper mission of middle school teacher educators — to create a commonality of purpose, vision, and means of achievement for middle school teacher education and ultimately the middle school movement. As such, the *Guidelines* create common expectations of minimal preparation of middle school teachers.

This is no mean feat as the authors of the *Guidelines* can attest. It involves the distillation of essentials and imperatives, integral understandings and critical experiences. It is the search for essences, and, based on the response from the field and the wide application of the *Guidelines*, it has been achieved.

Part of the success of the *Guidelines* lies in its grass-roots origins. While they are formalized through the NCATE process, they are reflective of what educators have learned about the preparation of middle school teachers within a variety of contexts over a span of years. In essence, the *Guidelines* gave voice to accepted practice. They act to codify and formalize the norms of the profession and institute their place within the accepted practice of external program review.

One of the unique attributes of the *Guidelines* is their flexibility. In chapter after chapter of the profiled programs, the *Guidelines* are used flexibly and creatively as a floor and as a "springboard" to other levels. Thus, the program at the University of North Carolina at Greensboro, while using the *Guidelines* as a foundational guide, has also used them "to develop performance indicators as organizers for student portfolios." High Point University (and others) moves beyond the *Guidelines* in the requirement of two academic subject concentrations, based upon the dual benefit to students of increased employability and general academic competence.

These two programs, as well as others profiled in the preceding chapters, have used the *Guidelines* as a vehicle for change rather than as a mere checklist for compliance. Such was the intent of the authors of the standards. By creatively expanding the use of the *Guidelines*, these programs further the middle school movement.

A plethora of designs around a common core

The flexibility of the *Guidelines* can be seen throughout the entire middle school movement, a natural condition given the changing nature of its client. At the college and university level flexibility can also be seen in the range of designs that middle school teacher education programs employ. This range of designs is often a result of the imperative to be flexible to accommodate the teacher education client who presents him- or herself with an extremely wide range of background preparation, teaching experience (at the middle school and other levels), and level of certification.

Imagine . . . a traditional college student, fresh from high school graduation, who wants to become a middle school teacher; or, a non-traditional student enrolled in college after a long span of years to complete a degree begun years ago; or, a college graduate with experience in the business or professional world returning to be a teacher; or, an experienced, certified teacher at the elementary or secondary level returning to gain proper certification to teach young adolescents; or, an experienced middle school teacher working on initial certification; or, a middle school teacher, a graduate of an undergraduate middle school teacher education program, returning to further his/her preparation with a graduate degree. Those images are not imaginary; this situation is a reality. Middle school teacher education programs, more so than their counterparts at the elementary or secondary level, must accommodate these needs, operate within best practice and national guidelines, and do so within the context of dwindling resources and a limited number of professional colleagues.

The Vermont Middle Grades Professional Development Collaborative may be the most adventurous design aimed at meeting specific needs, in this case graduate course work in a state where geography and demographics are key concerns. Forged from five institutions of higher education in the state, it models key elements of collaboration that make up the middle school movement, and by doing so expands the availability of professional colleagues. Additionally, the Collaborative uses a three course core ("Young Adolescent Development," "Developmentally Appropriate Curriculum and Pedagogy," and "The Middle Level School Organization") for all participants working toward the Vermont endorsement.

San Francisco State University, a large urban institution that is part of the California State University system, has crafted its program within the state's Single Subject Credential, mainstreaming students into special seminars where the cohort remains together "for group support and cohesion and to model long term relationships between students and teachers." Instead of the normal split student teaching assignment for this credential, candidates do all of their student teaching at the middle school level, assigned to an instructional team, and supervised by a faculty team with whom they have worked for the entire year.

These two programs, as examples, are moving on the two broad fronts of middle school teacher preparation — graduate programs for existing teachers who need either initial or additional training for their jobs, and undergraduate programs for initial preparation of middle school teachers. While both approach the design and implementation of a program from very different perspectives, they revolve around a common core of middle school principles embodied in the *Guidelines*, other publications, and best practice.

On site

Site-based experiences are the single most agreed-upon element of middle school teacher education. The middle school and its classrooms, populated by young adolescents, are laboratories for the developing college/university student where the richness of the school and the shape of a student's life can be experienced. Diverse field experiences are an attempt to capture the richness of the school, its programs and practices, and young adolescents. Structured observations, shadow studies, aide experiences, practica focused on interdisciplinary instruction, advisories and exploratories, seminars directed by team teachers and administrators, and extended student teaching experiences, often with the college/university student assigned to a team rather than to a single individual, abound in middle school teacher education programs (Butler, Davies, & Dickinson, 1991).

A telling characteristic of site-based experiences at the middle school is the degree of integration between these experiences and the traditional college/university classroom experience. The recognition of the importance of this practice and a middle school teacher education program that exemplifies this integration of site-based learning within the context of the overall teacher preparation program can be seen at the University of California San Marcos where "middle level coursework is taught on site in a designated classroom in one of the four middle schools associated with the program." This total integration of the field with the program begins with the opening of school where students "see middle school teachers preparing for and setting the tone for the year with their students" and proceeds throughout a year-long experience, along the way mixing observation and participation in fifth through ninth grade classes and in multicultural and multilingual settings.

By integrating site-based experiences in a total, holistic manner, the San Marcos program ensures its students of a smooth transition into the reality of their own classrooms. As well, it also establishes firm links between the schools and the university, and provides a common setting to share perspectives and practices aimed at continuing the education of both school and university practitioners.

The realities of existence

Like all professional programs, middle school teacher education has had to accommodate the particular contexts within which they exist. These varying contexts—state licensure and teacher education rules, mandated college and university core requirements, or even the status and position of colleges and departments of teacher education on the campus—offer constraints to be confronted, negotiated, or overcome.

The most visible constraint to be negotiated is that of state certification/licensure guidelines. Middle school teacher certification is the single most important obstacle or advantage to the development, implementation and maintenance of middle school teacher education programs (Alexander & McEwin, 1988; Valentine & Mogar, 1992; Dickinson & Butler, 1994). Where there are state standards that support and encourage programs (i.e., separate and distinct certification equal to elementary or secondary), programs prosper (Scales & McEwin, 1994). Where there is only "voluntary" certification (i.e., middle grades certification offered as either endorsement or embedded under broad overlaps with other certificates), the struggle for existence is daily and against significant odds.

Consider the contrast between North Carolina and Georgia, two states that have historically embraced both middle schools and teacher education standards for middle school teacher preparation, and California, a state with the largest number of middle schools in the nation. Throughout both southern states there are numerous colleges and universities — public and private, large and small, rural and urban — with middle school teacher education programs at the undergraduate and graduate level that are advancing the middle school movement by producing specially prepared professionals for middle schools. In turn, these teachers help create good schools for young adolescents, providing them with positive images and experiences of who they may be, including middle school teachers. It is the experience of both authors, while teaching in North Carolina and Georgia, that entering freshman respond positively to teaching middle school based on how positive and productive their middle school years were. Thus the second mission of the middle school teacher educator comes full circle.

In California there are only two specialized middle school teacher education programs, and the survival of both will be heavily influenced by the action or inaction of sister institutions throughout the state. Despite the obvious innovation, thoughtful design, critical core of essential learning, integration with the public schools, and the dedicated and committed faculty, the question of survival of both programs may be out of their hands.

Diminishing resources, an absence of understanding of the pivotal role of early adolescence, or other competing agendas, all conspire to constrain the existence of programs without the protection and direction of distinct state licensure. In the absence of specific state certification requirements doing well may not be good enough. Thus the cycle operates in reverse: an absence of state standards does not drive colleges and departments of education (and their deans, chairs and faculties) to develop programs; what programs are developed are marginal—to both students and the institution; and the furtherance of the middle school movement is not obtained. Middle schools are left without a continuing supply of appropriately prepared professionals; middle school administrators and their teachers cannot find new faculty steeped in the intricacies of young adolescent education. The work of the colleges and universities becomes the staff development of the school and the place to find good teachers is to steal them from other good middle schools. In literature, this description of the lack of state standards and the resulting fallout is called a dystopia. Without the continued development of middle school teacher education programs, dystopian visions may well become reality.

The courage of teacher educators

For a significant period of years the second author of this text directed one of only two middle school teacher education programs in state institutions in Illinois, a state with broad overlapping certificates (elementary/K-9, secondary/6-12). This program, at Eastern Illinois University, operated as a Junior High School major under the secondary certificate. The other state program, operated under the elementary certificate, was directed by Savario (Sam) Mungo at Illinois State University in Bloomington-Normal. Founded in 1953, that program is one of the oldest middle school programs, and in the late 1980s and early 1990s was the largest undergraduate middle school teacher education program in the nation.

Besides being one of the oldest and the largest, the Illinois State program was a model for the nation. Long before the creation of the *NMSA Curriculum Guidelines* (1991), before the recommendations of *Turning Points* (Carnegie Council on Adolescent Development, 1989), *Windows of Opportunity* (Scales, 1992), and *Growing Pains* (Scales & McEwin, 1994), Sam had crafted a program around an essential core of middle school elements. His students had a thorough understanding of the intricacies of young adolescent development; strong field experiences, woven into the fabric of university classes; two areas of content specialization; and deep and rich curricular and instructional experiences that were imbedded in a developmental matrix. The program also featured a major's organization that was an active participant in a wide variety of programs and activities and played a key role in student recruitment (Alexander & McEwin, 1988).

Yet despite the recognized excellence of the program, (it was one of six programs profiled in this text's predecessor, *Preparing to Teach at the Middle Level*, 1988), Sam had to continue to justify its existence, particularly under the state's broad, overlapping certification structure. What Sam confronted with his immediate colleagues, chair, dean, and provost took understanding, insight, commitment, and courage.

Courage is not a course we study in graduate school. But it is evident throughout the profession. And the courage of middle school teacher educators, like Sam Mungo at Illinois State University, Larry Allred and colleagues at Belmont Abbey College, the Vermont Collaborative, Rosalyn Edelson and Karen Hamlin at Willamette University and a host of others, speaks to the commitment of middle school teacher educators who are advocates for the appropriate preparation of teachers of young adolescents, and ultimately, advocates for young adolescents and the middle school movement. This courage manifests itself not in extraordinary events that gain widespread notoriety, but in the daily support of "what we believe."

It is, as the authors of these programs will attest (and others throughout the nation who identify themselves as middle school teacher educators), a challenging and difficult job to develop and maintain a middle school teacher education program, particularly in states without direction and support from certification standards. It is difficult to design a program within existing college/university mandates of lower division/liberal arts coursework, content preparation requirements, mandated courses for all teacher educators, and graduation limits on hours. It is time-consuming to engage in the weeks, months, and even years of debate with departmental colleagues, testimony before countless councils and committees, and scrutiny by individuals who have no sense of the critical intensity of one's work.

Yet the programs here attest to that dedication and the courage to create something of significance. Reread the program descriptions with an eye to the imbedded discussions, debates, and struggles, both won and lost. Imagine the time in one's professional and personal life devoted to the task. And then imagine the graduates of each program, steeped in the essential elements of their profession, ready to take their place in middle school classrooms.

Creating a sustainable future

Continue your imagination. Continue to imagine these programs, but double, triple, quadruple them until they number in the hundreds. Imagine these programs, and ones like them, throughout every state, in public and private institutions, large research universities, small liberal arts colleges, regional teacher education institutions, and comprehensive universities. Imagine them as numerous and widespread throughout departments and colleges of education as elementary education or reading programs, programs in special education or social studies. And imagine their graduates, year after year, coming out into the middle schools of America, ready to join teams, conduct advisories, participate in the design and implementation of interdisciplinary units, and teach students according to the dictates of development. Imagine the middle schools of America, where the essential groundwork of normal operation is assured because staff has the appropriate initial training, where staff development can progress to levels once only dreamed of. Imagine the faculty of middle schools with the availability of graduate programs that fit their immediate needs, that provide them with the appropriate continuing education begun as an undergraduate and furthered through targeted staff development. And imagine a number of talented and committed teachers and administrators who pursue graduate degrees and eventually join the ranks of the professorate and staff middle school teacher education programs.

This is the vision that William M. Alexander, the founder of the middle school movement, had in 1963. This is the vision that these fourteen programs and their sisters are contributing to. The vision is of a tapestry extending into the future, threads continually woven together, moving from background to foreground, intertwining now with one, then another. This is the vision of a sustainable future where there are middle school teacher education programs that carry the work of the middle school movement forward. ◆

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Appendices

These appendices provide copies of actual course syllabi. They are included not as models or examples to be emulated, but simply to give interested readers a better grasp of some of the courses included in several of the profiles of success. Readers should keep in mind that individual institutions' guidelines and precedents are not known, therefore, no assessments can or should be made.

As in the case of the profiles themselves, great diversity is apparent. They offer for your consideration many ideas and teaching approaches that might be utilized in middle level courses in other institutions. We appreciate those instructors who were willing to provide these sample syllabi for the benefit of readers.

Appendix A

BELMONT ABBEY COLLEGE

Education 510
Nature and Needs of Adolescents (3)

Instructor: Dr. Larry Allred

Textbooks

- *Young Adolescent Development and School Practice: Promoting Harmony* by John Van Hoose and David Strahan, 1988
- *All Grown Up and No Where to Go* by David Elkind, 1984

Course Description and Purposes:

This course examines the physical, social, emotional, intellectual, and moral development of early adolescents and the corresponding implications for curriculum, instruction, and school organization. The research findings of Piaget, Havighurst, Elkind, James, Maslow, Toepfer, Epstein, Combs, Epstein, Purkey, and Kohlberg will be used to conceptualize the characteristics of responsive middle schools.

Knowledge Base:

The knowledge base which undergirds all teacher education programs at Belmont Abbey College is centered around the concept of "The Teacher as a Liberally Educated, Professionally Competent, Builder of Community."

A major tenet of liberal education is the development of a philosophical "habit of mind" which can be described as a quest for what is good and beautiful as well as a thirst for continued learning. Evidence to support this component can be seen, for example, in the required Great Books/Ideas Curriculum. Such knowledge is valuable not only because it develops the mind for its own sake, but also because it prepares students, including practicing classroom teachers, for the essential process of lifelong learning. An emphasis upon liberal education as defined above is consistent with recommendations from noted individuals such as Mortimer Adler and Alfred North Whitehead. Adler notes, for example, that such an approach "will add to their (teachers) knowledge, develop their intellectual powers, and enlarge their understanding beyond the level of attainment set for basic schooling. Nothing less than this will start them on the way to becoming educated persons—our first and indispensable requirement for competent teachers" (pp.59-60).

The Benedictine concept of community implies a reverence for and a nurturance of others. The concept of community also acknowledges that we are all part of an ever-changing but patterned matrix of social relationships which continuously shape us (Elizabeth L. Simpson, "The Person in Community"). This course, for example, is designed to provide students an understanding of how to shape a more caring, responsive, and intellectually engaging classroom community.

Professional competence is founded on a knowledge of the learner. A comprehensive knowledge of the developmental characteristics and needs of adolescence as well as the corresponding implications for instruction are major outcomes of this course.

Program Goals and State Guidelines and Competencies:

This course is designed to fulfill a number of state (NCSDPI) and national (NCATE) guidelines for middle grades education. Both sets of guidelines recommend the inclusion of experiences that provide the student with "major theories and research findings concerning early adolescent development: physical, social, emotional, intellectual, and moral." More specific information will be shared during the first class session.

Course Content:

An Overview of the Middle School Student
Adolescent Needs
Intellectual Development and Implications
Physical Development and Implications
Social/Emotional/Moral Development and Implications
Learning Styles in the Middle Grades
Advisor/Advisee: A Vehicle for Developing Community
The Needed Program Design and Teacher Characteristics for Developing Community
The Dynamic Nature of an Authentic Middle School Community

Course Expectations:

Upon completion of this course, students should be able to:

1. Describe the intellectual, physical, social/emotional, and moral development of middle grade students.
2. Discuss the implications of developmental characteristics for instruction and program design.
3. Explain how adolescents learn and how developmental and socio-cultural factors shape this learning.
4. Analyze and apply research findings related to intellectual, physical, social, emotional, and moral development.
5. Evaluate instructional approaches consistent with research findings.
6. Describe the rationale for and the classroom teacher's role in developing community and more specifically in advisor/advisee.
7. Describe the needed program design for authentic middle schools.

Course Requirements:

1. A critique of *All Grown Up and No Where to Go.* This critique of at least four typewritten pages should summarize salient points presented in the text with an analysis of those points. Supportive references should be used to establish or refute points made. ...DUE February 8.
2. A major research paper (8-10 pages) on a topic of interest, and related to adolescent growth and development. The research paper should include implications for the

classroom teacher. Evaluation of the paper will focus upon content as well as form. This also applies to the critique....DUE April 9.

3. Readings (the textbooks as well as those materials on reserve in the library). Students will be asked to read twelve (12) articles. These articles can be used in the research paper. These articles will be included within examinations. Students will be asked to present two articles in class.
4. You will be given a list of paperbacks typically read by adolescents.
   These are available in the CRC. You are to read ONE. You are to write a two typewritten page synopsis. This synopsis should include the setting, a description of the main characters, the plot, and an analysis of what this book reveals about the developmental characteristics of adolescents....DUE March 1.
5. Two examinations — midterm and a final

Evaluative Criteria:

1. Critique: 20% of grade
2. Research Paper: 20% of grade
3. Examinations: 50% of grade (25% each)
4. Synopsis: 05%
5. Class Participation and Related Projects (05%)
6. Final Exam: MAY 8.

Attendance Policy:

Because of the participatory nature of this course, students are expected to be present for every session. Absences may constitute grounds for withdrawal with an "F".

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BELMONT ABBEY COLLEGE

ED 511 The Middle School: History, Philosophy, and Curriculum (3)

Instructor: Dr. Larry Allred

Textbooks:

- *The Essential Middle School* by Jon Wiles and Joseph Bondi (1992)
- *Successful Schools for Young Adolescents* by Joan Lipsitz (1984)
- *Interdisciplinary Curriculum* by Heidi Hayes Jacobson

Supplementary Sources:

- *Transforming Middle Level Education: Perspectives and Possibilities*, edited by Judith Irvin, 1992
- *Connecting The Curriculum Through Interdisciplinary Instruction*, edited by John Lounsbury, 1992

Course Description and Purpose:

This course is a comprehensive examination of middle schools and the middle school movement. Topics to be studied are: the history, philosophy, and curriculum of middle schools; characteristics of effective middle schools; recent influences; planning for and evaluation of middle level schools; and essential characteristics of middle level teachers. Students will compare and contrast curriculum designs. Team organization and future trends will also be examined. Those students seeking graduate credit for 495 will have an additional assignment.

Knowledge Base:

The knowledge base which undergirds all teacher education programs at Belmont Abbey College is centered on the concept of "The Teacher as a Liberally Educated, Professionally Competent, Builder of Community."

A major tenet of liberal education is the development of a philosophical "habit of mind" which can be described as a quest for goodness, truth, and beauty as evidenced by a thirst for continued learning. Evidence to support this component can be seen, for example, in the required Great Books/Ideas Curriculum. Such knowledge is valuable not only because it develops the mind for its sake, but also because it prepares students, including practicing classroom teachers, for the essential process of lifelong learning. An emphasis upon liberal education as defined above is consistent with recommendations from noted individuals such as Mortimer Adler and Alfred Whitehead. Adler notes, for example, that such an approach "will add to their (teachers) knowledge, develop their intellectual powers and enlarge their understanding beyond the level of attainment set for basic schooling. Nothing less than this will start them on the way to becoming educated persons—our first and indispensable requirement for competent teachers" (pp.59-60).

The Benedictine concept of community implies a reverence for nurturance of others. The concept of community also acknowledges that we are all part of an ever-changing but patterned matrix of social relations which continuously shape us (Elizabeth L. Simpson, "The Person in

Community"). This course is designed to provide students an understanding of how the middle school (its organization, curriculum, and philosophy) provides a context for shaping a more caring, responsive, and intellectually engaging classroom community.

Professional competence relates to many factors including knowledge of the learner as well as the nature of the middle school and its various components. This course (which follows the course Nature and Needs of Adolescents) focuses upon the middle school—its history, philosophy, organization, and curriculum.

Program Goals and State Guidelines and Competencies:

This course is designed to fulfill a number of state (NCSDPI) and national guidelines for middle grades education. More specifically this course helps to fulfill the following:

- The history, philosophy, and future developments of middle level education
- Curriculum theories and research focusing on middle level education
- Pedagogy appropriate for early adolescents

Course Content

- What is a middle school? How dos it differ from an elementary school? a high school? a junior high?
- What are the educational advantages of middle schools?
- What are the qualities of effective middle grades teachers?
- What has been the history of middle level schools?
- Why did the junior high school fail to achieve its mission?
- What is interdisciplinary team organization and how does it operate to create community? What are the roles and responsibilities of team members?
- How does the middle school curriculum promote the achievement of a holistic view of curriculum? How is the middle school curriculum organized? Describe selected theories of middle school curriculum.
- Describe the planning that is necessary in making the transition to middle level schools.

The instructor reserves the right to add or delete topics.

Course Requirements:

A critique of *Successful Schools for Young Adolescents*. The critique should be a summary and analysis of selected schools described in the text. This critique should be four typewritten pages. Additional sources should be used to support or refute points made in the analysis. Evaluative criteria will include grammar/fluency, content, and critical insights gained as a result of the readings.

After reading *Interdisciplinary Curriculum* by Jacobson and *Connecting the Curriculum Through Interdisciplinary Instruction* by Lounsbury (Ed.), you are to develop an interdisciplinary unit that is organized around content and/or concepts characteristic of the middle grades. This unit should have the following components:

- Overview — What is the topic? How is it related to what has been previously taught as well as that which follows?
- Purposes (outcomes)

- Rationale (relevance for middle grades students)
- Content outline
- Examples of webbing within the unit
- Activities to be used in developing the content
- Evaluation techniques

This unit should be at least 10 typewritten pages.

Readings: Refer to the attached reading list. You should read at least eight of those listed. Summarize each of the articles on note cards and present your opinions.

Two Examinations

Evaluative Criteria:

- Critique (20%)
- Note cards (10%)
- Unit (20%)
- Examinations (50%) 25% each

Attendance Policy:

Because of the participatory nature of this course, students are expected to be present for every session. Absences may constitute grounds for withdrawal with an "F".

Assistance with Research Papers and Writing Assignments:

Please consult with Writing Center for assistance with the technical aspects of writing a paper. The library will also assist with computer searches.

Final Examination:

Your final exam is scheduled for May 6.

Sources:

1. Adler, Mortimer J. *The Paideia Proposal.* New York: Collier Books, 1982.
2. Simpson, Elizabeth L. "The Person in Community: The Need to Belong." *In Feeling, Valuing, and the Art of Growing,* edited by Louise M. Berman and Jessie A. Roderick. Washington, DC. *ASCD Yearbook, 1977.*
3. Whitehead, Alfred North. *The Aims of Education and Other Essays.* New York: The Free Press, 1929.

Appendix B

MARYVILLE UNIVERSITY

ED 561 Introduction to the Middle School

I. Course Information

Course Title:	Introduction to the Middle School
Semester:	Spring
Meeting Day:	Tuesday section, 4:30-6:30 or Thursday section, 4:30-6:30
Credit:	2 credit Hours
Instructor:	Dr. Thomas E. Moeller

II. Course Description

This course will provide an understanding of the philosophy, history, structure, and future direction of middle level education, as well as how these topics relate to the characteristics of the transescent. Topics will include an overview of curriculum and instructional strategies appropriate for middle level education. These topics will also consider the culturally diverse populations and special needs students.

Topics in the course will be presented through direct instruction from guest lecturers with expertise in the field as well as from the instructor. Videotapes and other audiovisual materials will be utilized. Students will also prepare and present a paper or project on a topic related to middle level education to the class. Finally, students will be asked to reflect and share techniques or methods they utilized in their classes.

III. Objectives of the Course

1. Students will understand the characteristics of the middle school child.
2. Students will identify the manner in which curriculum areas, designed or adapted, meet the physical, social, intellectual, and affective needs of the transescent.
3. Students will identify the manner in which the organization of the middle school meets the physical, social, intellectual, and affective needs of the transescent.
4. Students will identify a variety of instructional strategies that meet the needs of the transescent.
5. Students will develop a paper or project they can implement in their classroom.
6. Students will evaluate their own teaching as it relates to the needs of the transescent and share successful strategies with their peers.
7. Students will understand the programmatic characteristics of an effective middle level program.

8. Students will understand the programs and/or strategies to implement an effective middle level program.
9. Students will develop a familiarity with, and an ability to recognize the implications of the research on middle level education.

IV. Course Calendar

Session	Date	Topic & Assignment
1.	Tues Jan 12 Thurs Jan 14	Overview of course, course expectations and grading; group activities to begin analyzing the middle school child.
2.	Tues Jan 19 ThursJan 21	Physical, intellectual, social, and emotional characteristics of the middle school child.
3.	Tues Jan 26 Thurs Jan 28	History of middle level education in the United States. Emergence of the middle school; analyze philosophical and programmatic characteristics of middle school.
4.	Tues Feb 2 Thurs Feb 4	Basic skills curriculum. Exploratory and co-curricular experiences — their role in expanding the interests of the middle school child.
5.	Tues Feb 9 Thurs Feb 11	Instructional strategies utilized to implement a middle school program which meets the needs of the transescent.
6.	Tues Feb 16 Thurs Feb 18	Interdisciplinary units: Making connections between basic skills and exploratory courses.
7.	Tues Feb 23 Thurs Feb 25	Teaming and utilization of common planning time. Scheduling and grouping of students.
8.	Tues Mar 2 Thurs Mar 4	Conferencing with parents and students, and conflict management. Multicultural society and implications for middle school.
9.	Tues Mar 9 Thurs Mar 11	Teachers role in guidance and counseling in the middle school; Advisor/advisee programs. Classroom management.
10.	Tues Mar 16 Thurs Mar 18	Use of community resources to support curriculum and volunteerism. Special needs students and programs at the middle school.
11.	Tues Mar 23 Thus Mar 25	Test, measurement, evaluation and assessment at the middle level. Interpersonal relationships between student/teacher, teacher/teacher, and student/student.
12.	Tues Apr 13 Thurs Apr 15	Individual students or teams will give oral presentations.

13.	Tues Apr 20 Thurs Apr 22	Individual students or teams will give oral presentations.
14.	Tues Apr 27 Thurs Apr 29	Reflections on the future of middle level education. Utilization of technology. Final "Fun" Exercise

V. Evaluation and Grading

Students will be evaluated on:

1. Class attendance and participation in class discussions.
2. Paper or project on a topic related to middle school. This can be done individually or in teams.
3. Oral presentation of paper or project.
4. Final "FUN" Exercise

Grading

"Did You Knows"—10 points each	20 points
Paper or Project	80 points
Oral Presentation	20 points
Classroom Participation	10 points
Attendance	10 points
Final "Fun" Exercise	100 points
TOTAL	240 points

93-100% = A
85- 92% = B
75- 84% = C

VI. Text

Current literature on middle school
and
Teaching Ten to Fourteen Year Olds, by Chris Stevenson
(1st Edition, Longman Publishing Group, 1992)

This syllabus is a tentative schedule/outline of the course. Content and sequence could change if discussion leads to more or less emphasis or interest in some areas.

MARYVILLE UNIVERSITY

ED 597 The Middle School Teacher

Course Information:

Title: The Middle School Teacher
Instructor: Thomas E. Moeller
Meeting: Aug 27-Dec 10 4:30-7:00

Objectives:

1. Students will define, explore and evaluate their mission to teach on the middle level.
2. Students will develop confidence for working with middle level pupils.
3. Students will explore their future role in team and building relationships.
4. Students will develop skills in strategic planning and participatory management.
5. Students will develop skills for conferencing with parents, pupils, fellow professionals.
6. Students will develop skills in conflict management with parents, administrators, pupils, and patrons.
7. Students will observe and develop skills in teaming and collaborating.
8. Students will develop skills as a reflective practitioner through observing, practicing, and reflecting about what they see and experience in classrooms.
9. Students will develop an awareness of the research available on the professional skills of a middle level teacher.
10. Students will explore our multicultural society and its relationship to the middle school.
11. Students will continue to understand the role of technology in the middle school.

Course Calendar

Thurs., Aug 27	Overview of course
	Course expectations and grading
	Review of previous coursework in middle level education
	Peer coaching and instructional strategies project
	Master schedule
Thurs. Sept 3	Presentations on master schedule
	Work on interdisciplinary units
	Description of middle level teacher
	Review assignments for semester
	Presentations on theorists
Thurs. Sept 10	Review structure of effective middle schools
	What is the role of the teacher in this structure
	How do the characteristics of the middle level child influence the role of the teacher
	Presentation of theorists
	Students evaluate why they want to teach at middle level (mission)

	Designs for conducting research in middle schools
Thurs, Sept 17	Work on interdisciplinary units
	Presentation on theorists
	Paradigms (what do they mean to us)
	Paper on why students want to teach at middle level due
	Discuss action research project
	Instructional strategies project (peer coaching)
	Read chapter 5
Thurs, Sept 24	Process of change
	Use of team planning
	Roles of teachers on a team
	Exceptional children
	Action research project
	Multi culturalism
	Read chapter 8
Thurs, Oct 1	Leadership inventory with students
	Working on self esteem of students (guest speaker)
	Action research project
Thurs, Oct 8	Presentation of interdisciplinary units
	Styles of leadership
	Evaluation of students
	Types of evaluation to use
	Action research project
	Read chapter 18
Thurs, Oct 15	Effective strategic planning model
	Role of the teacher in site-based management
	Processes for teachers in handling decisions in site-based management schools
	Conflict management
	Technology in the middle school
	Read chapter 7
Thurs, Oct 22	Strategies for conducting effective parent conferences (Guest speaker)
	Presentation on interdisciplinary units
	Strategies for developing effective staff development programs
	Read chapter 12
Thurs, Oct 29	Decisions of teachers on guidance and advisee/advisor programs
	Role of leadership in a middle school
	Presentation on interdisciplinary units
	Papers due on instructional strategies project

Thurs. Nov 5	No class, students work on research
	Individual meetings with students
Thurs. Nov 12	No class, students work on research
	Individual meetings with students
Thurs. Nov 19	Reports on research projects
	Scheduling students and time
	Processes used in effective team building
	Stress management (Guest Speaker)
Thurs. Dec 3	Report on research projects
	Role of the teacher in year 2005
	Legal implications for teachers in the middle school
	Reflection on semesters experience and implications on each student's individual mission
	Each student sets professional goals with support teams
Thurs. Dec 10	Report on research projects
	Middle schools of the future
	Wrap-up
	Read chapter 20
	Final "FUN" exercise

Evaluation and Grading

Interdisciplinary Unit	40 points
Instructional Strategies Project	60 points
Action Research Project	80 points
Professional Goals	20 points
Final "Fun" Exercise	80 points
Classroom Participation	10 points
Attendance	10 points
Total Points	300 points

93-100% = A
85- 92% = B
75- 84% = C

Required Text:

Irvin, Judith L., (Ed.). *Transforming Middle Level Education.* Boston: Allyn and Bacon, Inc., 1992.

This syllabus is subject to change at the discretion of the instructor to accommodate instruction and/or student needs.

MARYVILLE UNIVERSITY

ED 697D The Middle School Child: Curriculum and Instructional Strategies

Instructors: Thomas E. Moeller
Julie Hutcheson

Course Objectives:

1. Students will identify and explore in depth the cognitive, affective, and psycho-motor growth of the preadolescent.
2. Students will develop knowledge and skills for adapting the curriculum to meet the characteristics and learning styles of this age group.
3. Students will explore in depth the structure and purposes of programs and designs at the middle level: guidance programs, exploratory curriculum, co-curricular curriculums, critical thinking/problem solving curriculums, wellness and citizenship curriculums.
4. Students will explore and practice designing curricula in an interdisciplinary/ integrated fashion.
5. Students will be exposed to technological advances and explore how they can be utilized at the middle level.
6. Students will examine factors which influence their curriculum decisions.
7. Students will develop and use a knowledge base of instructional strategies including direct instruction, inductive instruction, hands-on learning, cooperative learning, etc.
8. Students will explore how team teaching impacts instruction in the areas of scheduling, rescheduling, time management, etc.
9. Students will develop and use a variety of strategies for assessing pupil growth and development and for evaluating the instructional and curriculum decisions made to facilitate their growth.
10. Students will explore the future and its implications for middle level programming.
11. Students will develop knowledge of reading and writing in the content area.

Course Calendar

Tuesday, June 15

- Overview of course
- Review of final fun exercise from last course
- Characteristics of middle school child (intellectual, social, emotional, and physical)
- Structure of effective middle schools
  - review tools
  - develop a master schedule

Wednesday, June 16
- Continue to develop a master schedule
- Projections for the future (demographic, economic, and skills needed in the world of work)
- Curriculum theory and development
- Forces influencing curriculum and its development
- Read introduction, Chapter I

Thursday, June 17
- Middle school child
  - brain growth
- Curriculum theory and development
  - district process
  - building curriculum upon characteristics of middle school child
  - theorists
- Read Chapter 11 and handout on Brain Growth

Tuesday, June 22
- Middle school child
  - intellectual
- Curriculum alignment and audit
- Overview of instructional strategies addressing middle school child
- School of the future "Daniel"
- Developing appropriate instructional objectives
- Read Chapter XIII

Wednesday, June 23
- Programs to provide effective middle schools
  - core program
- Research on effective middle schools
- Peer coaching strategies
- Teaching strategies for the future
  - "Burris Tape"
- Read Chapters IX, XX

Thursday, June 24
- "Did you know" due
- Middle school child
  - social-emotional
- Program to provide effective middle schools
  - encore programs
- Peer coaching strategies
- Reading and writing in the content area

- Instructional strategies addressing middle school child
  - mastery learning
- Interdisciplinary curriculum
- Read Chapters XI, XVI and handout on mastery learning

Tuesday, June 29

- Instructional strategies addressing the middle school child
  - effective instruction, Dr. Cheryl Cozet
- Middle school child
  - physical
- Program to provide effective middle schools
  - co-curricular programs
- Reading and writing in the content area

Wednesday, June 30

- Interdisciplinary curriculum
- Instructional strategies addressing middle school child
  - 4-MAT
- Read handout packet on 4-MAT

Thursday, July 1

- Paper due on theorists
- Middle school child
  - relationships with adults
- Evaluation tools at middle level
- Peer coaching techniques
- Appropriate grouping practices
- Interdisciplinary curriculum
- Read Chapters III, XIV, and XVIII

Tuesday, July 6

- Interdisciplinary curriculum
- Research on effective middle schools
  - students give reports
- Effective guidance and advisory programs in a middle school
- Classroom management
- Motivation
- Read Chapters X and XV

Wednesday, July 7

- Material selection process support of curriculum
- Multicultural society and its effect on middle school program
- The community as classroom
- Read Chapters IV, V, VI and handout on effective instruction

Thursday, July 8
- Paper due on the middle school child
- Research on effective middle schools
  - students give reports
- Critical thinking and problem solving curriculum
- Interdisciplinary curriculum
- Multicultural curriculum
- Reading and writing in the content area

Tuesday, July 13
- Instructional strategies addressing middle school child
  - cooperative learning
- Critical thinking/problem solving curriculum
- Multicultural curriculum
- Read Chapter XVII and handout on cooperative learning

Wednesday, July 14
- Personal responsibility curriculum
- Interdisciplinary curriculum
- Project on instructional strategies

Thursday, July 15
- "Did you know" due
- Interdisciplinary curriculum
- Wellness curriculum
- Involvement of parents in the middle school program

Tuesday, July 20
- Interdisciplinary curriculum
  - report to class on unit
- Means, strategies and procedures to get to an effective middle school
- Evaluation of middle school program
- Exceptional children
- Read Chapters VII and XII

Wednesday, July 21
- Use of technological advances in middle school
- Team teaching

Thursday, July 22
- Instructional strategies project due
- Interdisciplinary curriculum
  - report to class on unit
- Reflections and goals for school year
  - wrap-up and celebration

Evaluation and Grading:

Students will be evaluated on:

- Class attendance	10 points
- Class participation	10 points
- Theorists' paper	80 points
- "Did You Knows"	20 points
- Research paper	50 points
- Interdisciplinary unit	50 points
- Paper on middle school child	80 points
- Instructional strategies project	50 points
Total	350 points

Grading will be based on:

93-100: A
85-92: B
78-84: C

Required Text:

Irvin, Judith L., (Ed.). *Transforming Middle Level Education.*
Boston: Allyn and Bacon, Inc., 1992.

This syllabus is a tentative schedule/outline of the course. Content and sequence could change if discussion leads to more or less emphasis or interest in some areas.

Appendix C

UNIVERSITY OF KENTUCKY

EDC 343 The Early Adolescent Learner: Practicum

Professor: Dr. John Buckner

Course Description:

This course is designed to extend and apply knowledge of the social, emotional, intellectual, and physical characteristics of the early adolescent learner through observation and interaction in school settings. The format will include a weekly seminar and field placement in a middle school setting. Lecture, one hour; laboratory six to twelve hours per week. Prerequisite: Admission to Teacher Education Program.

Portfolio Tasks and Performance-Based evaluations:

With the advent of the Kentucky Education Reform Act (K.E.R.A.), many new concepts have entered into our educational vocabulary; "portfolio" and "performance-based evaluation" are only two that will have a decided impact upon your middle school practicum this semester. Just as K.E.R.A. encourages teachers to construct portfolios or a compendium of work samples for each of their students, our Middle School Teacher Education Program requires you to construct your own personal portfolio of professional field experiences for ultimate use when you seek employment opportunities shortly before and immediately upon graduation. Your portfolio tasks will include team challenge, interpersonal skill development, interdisciplinary unit construction, professional development contacts, and reflective inquiry construction and application.

K.E.R.A also presents performance evaluation as an alternate means of evaluating students whereby student achievement is not solely assessed by pencil and paper examinations. Situations are arranged where students can demonstrate concept mastery through personal performance such as demonstration. During each of your two practicum placements, you will experience performance evaluations by your cooperating classroom teacher and your UK campus supervisor. Your cooperating classroom teacher will complete a performance-based evaluation of your activities at the end of your six week placement. Your UK campus supervisor will complete a performance-based assessment of you conducting a specific lesson with middle school students.

Portfolio Task #1: Interdisciplinary Unit Construction

Purpose: Students will interact in teams to develop interdisciplinary units of instruction of three or more content areas to demonstrate their abilities to integrate instruction across the middle school curriculum.

Requirements: Practicum students will be assigned to six specific thematic teams: "The Oceans"; "What's in the News"; "Argentina"; "Appalachia"; "The Horse"; and "The Environment." Each IDU will include the following:

(A) A "team web" or mapping schematic delineating the learning outcomes and connections among the various subject content areas

(B) A single "subject area web" or mapping schematic which specifies the learning activities and outcomes

(C) An actual IDU which spans a minimum application time of a minimum of one week

(D) Two copies (one for your team and one for retention/file for the Middle School T.E.P.)

Portfolio Task #2: Team Challenge

Purpose: Students will experience an exercise in small group problem-solving, trust, and teamwork as a background for developing the necessary interpersonal skills for becoming an effective member of a middle school teaching team.

Requirements: Participate in UK's project Team Challenge (Saturday, September 19) and prepare a reaction describing:

(A) Your general reflection upon the group processing following the completion of the station activities

(B) The specific station which most appealed to your problems solving talent(s) and why

(C) What skills you learned about cooperative team problem solving .

(D) Specific segments of the day's experience which helped prepare you as a future middle school "team player"

Portfolio Task #3: Professional Development

Purpose: Students will demonstrate involvement with a professional education association as a means of awareness for future professional growth and development opportunities.

Requirements: Participate in an activity of at least one professional education association (e.g.: Kentucky Middle School Association, Lexington Council of Teachers of Mathematics, Kentucky Science Teachers Association ...). Document your participation by:

(A) Presenting the agenda of the session attended

(B) Writing an account of the information disseminated

(C) Providing your personal reaction to the session

(D) Indicating how your future participation in this organization will assist you in your professional development as a middle school teacher in Kentucky

Portfolio Task #4: Reflective Inquiry

Purpose: Students will construct, administer, interpret and apply a reflective inquiry strategy as a means of demonstrating their mastery of the student inquiry concept as a valued instructional outcome with early adolescent learners.

Requirement: Reflective inquiry is simply asking a class of students a series of questions which will provide you with valuable insights by which to better understand their circumstances, preferences, and attitudes. Students will:

(A) Construct a two to three page typed inquiry instrument to determine student preferences in a variety of academic and non-academic areas (preferred teacher characteristics, favorite class subjects, television programs, radio stations, actors, movies, hobbies, music, pop groups, stores, pets, sports, jobs, vacations, travel, spare time activities, books, magazines, community organizations)

(B) Administer your first draft to a few students in order to gain feedback and make necessary changes. Prepare your final revisions and give your inventory to an entire class

(C) Interpret the data you have collected by first constructing a collective tally of the results for each inquiry item and then deciding how you might best apply this information

(D) Conduct an actual lesson employing some of the information gained through your inquiry and provide a personal evaluation of that experience

Evaluation and Semester Grades:

Evaluation:	
Practicum Teacher Portfolio Tasks	
4 @ 25 points each	100 pts.
Practicum Performance-Based Evaluations	
By Cooperating Teachers (Practicum Activity Checklists and Performance-Based Evaluation Forms:)	
2 @ 50 points each	100 pts.
By UK Supervisors (Practicum Teacher On Site Lesson Performance Evaluations):	
2 @ 25 points each	50 pts.
Practicum Placement Journals	
2 @ 20 points each	40 pts.
Practicum Seminar Constructive Participation	10 pts.
TOTAL	300 pts.

Semester Grading Procedure:
A = 92%-100% (275-300)
B = 85% - 91% (254-274)
C = 75% - 84% (224-253)
D = 65% - 74% (194-223)
E = Below 65% (0-193)

SEMESTER SCHEDULE:

DATE DUE	TOPIC	ASSIGNMENTS DUE
SEP 01	Course requirements and syllabus	
SEP 15	KERA Thematic Units and Integrate Instruction Through IDU's	Portfolio Task #1 (Team IDU's)
SEP 19	Team Challenge (8:45 a.m.-4:30 p.m.)	
SEP 22	Teaching in the Middle School Practicum Setting	Portfolio Task #2 (Team Challenge)
OCT 13	Middle School Cooperative Learning	

OCT 27	KERA School-Based Decision Making So How Is It Working in Our Middle Schools?"	1st Placement Performance Based Evaluations 1st Placement Practicum Journals
NOV 10	Classroom Management: Secrets to Success in the Middle School	Portfolio Task #3 (Professional Development)
NOV 17	"Meet the UK Middle School Student Teachers" Panel Discussion	Portfolio Task #4 (Reflective Inquiry)
DEC 08	WRAP-UP	2nd Placement Performance Based Evaluations 2nd Placement Practicum Journals

Attendance Policy: Practicum seminar attendance is mandatory. Failure to attend scheduled sessions will result in point reductions.

Assignments: Assignments are due on the above scheduled dates. Late submissions will be penalized.

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UK Practicum Student: ____________
Cooperating Teacher & Grade Level: ____________
Subject: ____________
Middle School Building: ____________
____ Sep. 17 - Oct. 22 ____ Oct. 27 - Dec. 8

THE EARLY ADOLESCENT LEARNER: PRACTICUM ACTIVITY CHECKLIST

____ Checking homework, returning assignments, reviewing work
____ Assisting in the evaluation of pupil performance (scoring quiz or test papers, entering grades, anecdotal observations, ...)
____ Preparing bulletin board or graphic displays of student work
____ Taking attendance and other clerical duties
____ Preparing materials for replication (xerox/mimeograph)
____ Preparing multi-media teaching aids
____ Accompanying the supervising teachers during routine non-academic duties (hall, cafeteria, playground, bus, ...)
____ Assisting students with seat work
____ Regularly maintaining a middle school practicum journal
____ Conducting a one-on-one interview with a student who has been identified by the cooperating teacher as "at risk"
____ Conducting small group lessons at the request of the teacher
____ Conducting whole-class lessons (at least one to be formally observed and evaluated by your UK campus supervisor)
____ Preparing quality lesson plans
____ Attending a minimum of two team meetings
____ Interviewing any two of the following: Middle School
    ____ Middle School Administrator
    ____ Cafeteria Worker
    ____ Counselor
    ____ LD or TMR Teacher
    ____ Secretary
    ____ Bus Driver
    ____ Chapter One Teacher
    ____ Custodian
    ____ Librarian
    ____ Teacher
____ Demonstrating competence with any two of the following during lessons (yours or your cooperating teacher's)
    ____ Overhead projector
    ____ Filmstrip projector
    ____ Slide projector
    ____ TV/VCR playback
    ____ Movie projector
    ____ Opaque projector
    ____Other content, specific technical equipment, or models (microscopes, computers, lab equipment)

(Please have your cooperating teacher date and initial each of the above as you demonstrate successful completion AND attach a date/time sheet to verify the hours you were actually on site for your practicum placement.)

UNIVERSITY OF KENTUCKY

MIDDLE SCHOOL PRACTICUM TEACHER
PERFORMANCE-BASED EVALUATION

Fall Semester 1992

Cooperating Teacher: ______________________________
Subject Area/Grade Level: ______________________________
U.K. Student: ______________________________
Middle School Building: ______________________________
Total Classroom Hours: ____

1. To what degree was this student dependable in completing expected tasks?

Low Degree High Degree
1 2 3 4 5 6 7 8 9 10

Comments:

2. To what degree did this student perform instructional tasks in a professional manner?

1 2 3 4 5 6 7 8 9 10

Comments:

3. To what degree was this student able to relate to the instructional and personal needs of your early adolescent learners?

1 2 3 4 5 6 7 8 9 10

Comments:

4. To what degree did this student demonstrate interest in the placement and initiative in making it a valuable learning experience?

1 2 3 4 5 6 7 8 9 10

Comments:

5. To what degree would you recommend this student to be advanced to student teaching?

1 2 3 4 5 6 7 8 9 10

Comments:

Total Points: _____**/50**

[A= 46 -50; B= 43 -45; C= 38 - 42; D= 33 -37; E= 32 & below]

UNIVERSITY OF KENTUCKY

EDC 345: Teaching Mathematics in Middle School

Teacher: Dr. Doug Jones

PURPOSE

The purposes of this course for preservice middle school teachers are (1) to provide methods for teaching middle school mathematics; (2) to provide techniques for assessing the learning of mathematics; (3) to present issues related to current reform (KERA and NCTM) in middle school mathematics; and (4) to become familiar with professional journals and conferences in mathematics education.

TEXTBOOK AND READING MATERIALS

Textbook:

Post, T. R. (Ed.) (1992). *Teaching Mathematics in Grades K-8: Research Based Methods* (2nd ed.).

Supplementary Reading Materials:

Arithmetic Teacher

Mathematics Teacher

Other readings, as assigned, on reserve in the Education Library. See attached reading list for required and supplemental readings.

GRADING

Course grades will be based on the following point system:

Midterm Exam (Oct. 14)	100	
Final Exam (Dec. 18)	100	A: 550-506
Assessment Tasks (Sept. 23)	50	B: 505-462
Calendar Problems (Oct. 7)	75	C: 461-418
Textbook Enhancement Project	75	D: 417-374
Professional Project (Oct. 21) .	50	E: Below 374
Synthesis Paper (Dec. 9)	50	
Participation/Attendance	50	
Total	550	

EXAMS

The midterm exam will cover reading material, class notes, and class discussions prior to October 14. The final exam will be cumulative and will be held from 10:30-12:30 on Dec. 18. It is likely that the midterm and final exams will involve some group work.

ASSESSMENT TASKS PROJECT

Create 5 performance-based mathematics assessment tasks appropriate for middle school students. Use the same format as those created by the Kentucky Council of School Performance which will be distributed in class. Be sure to include performance criteria and scoring rubrics. You may use other sources to help you create tasks, but you may not use existing example tasks. Make sure you provide a reference if you use another source for your ideas. Due Sept. 23.

CALENDAR PROBLEMS PROJECT

Working in a group of 3, create one problem-solving calendar like the one found in each issue of the *Arithmetic Teacher*, and one problem-solving calendar like the one found in each issue of the *Mathematics Teacher*. Each calendar must have similar word restrictions as those in the AT and MT; your "AT" calendar needs to be exploratory and suggest connections both within mathematics and across other subjects, your "MT" calendar must have accompanying solutions. However, your calendars will differ from the AT and MT calendars in one specific way. Each of your calendars should be developed for one particular math subject or class (6th grade math, Pre-Algebra, Algebra I, geometry, trig, consumer math, etc.). You also must construct your calendar so that the problems align with a portion of the textbook which might be covered at that time in the year. For example, a September calendar would include problems related to the topics in the first two chapters in a particular book. You may use old calendar problems to construct half of each calendar. However, at least half of the problems in your calendars must come from another source. Submit your project in calendar form with solutions on accompanying sheets. Clearly mark and reference old calendar problems. The project will be graded according to your ability to meet the criteria above and the appropriateness of the problems. Due on October 7.

TEXTBOOK ENHANCEMENT PROJECT

Select a chapter from a middle school mathematics textbook. (Please indicate the textbook and chapter selected.) For each section of the chapter, write a lesson plan which enhances the content so that it aligns with recommendations from the *Curriculum and Evaluation Standards for School Mathematics* (NCTM, 1989), the *Professional Standards for Teaching Mathematics* (NCTM, 1991), and the Kentucky Council of School Performance Standards. In lesson plan form, explain how you would introduce each section and enhance it by adding physical models, technology, problem solving, cooperative group work, and other activities. Please also indicate the ways you would use alternative assessment techniques (portfolios, writing assignments, performance tasks, etc.) in evaluating students understanding. In designing your lesson plans, please use two colors: one should represent what you have taken from the textbook, the other should reflect your enhancements. Make an assignment that includes both textbook exercises and your additions. The project will be graded with respect to the quantity, quality, and appropriateness of your enhancement additions. Due November 18.

SYNTHESIS PAPER

Select a particular topic that deals with teaching middle school mathematics (use of group work, manipulatives, technology, problem solving; alternative assessment, gender/racial/cultural equity, affective issues, etc.). Write a short paper (5 pages, double spaced, typed) that SYNTHESIZES what you have learned about that topic. The paper should be based on what you have read for class and your experiences in class and in your practicum. You should include a bibliography of articles to which you refer in your paper. Your topic needs to be cleared with me before Thanksgiving break. Due December 9.

PROFESSIONAL PROJECT

This project has 3 options:

Option 1: (The BEST option!) Attend at least 5 sessions of the KCTM meeting in Louisville on Oct. 17 OR the NCTM Regional meeting in Columbus, OH on Sept. 24-26 (the exhibits can be used for ONE of the sessions at either meeting). Write a one-page summary and evaluation of each session attended. Briefly describe the session and offer reasons why you liked or did not like the session.

Option 2: Create 5 additional performance-based mathematics tasks as in the Assessment Task Project. Use the same format.

Option 3: Create an activities file for a class different from the one for which you create the calendar in the Calendar Project. This file needs to have at least 30 different activities for use at different times of the school year. Each activity, along with materials needed, should be described on a 5x8 index card. Identify the topic for which it is appropriate and the source from which you obtained that activity.

The Professional Project is due October 21.

PARTICIPATION AND ATTENDANCE

Learning mathematics, and learning to teach mathematics, requires activity. This course is a professional development course; attendance is mandatory. This marks the beginning of your professional training; you should take it seriously. Along with participation in class discussions and activities, you are required to work with one other person to present the class with at least one opening activity. You are responsible for coordinating the activity with what we are studying at the time and for collecting any materials needed. You will be allowed one unexcused absence during the semester. After this absence, I reserve the right to deduct 10 points from your grade for each additional absence. Projects are expected to be submitted on time. I will deduct 3 points per day for each project submitted late.

CALENDAR

Aug. 26	Intro/Syllabus/Questions; Standards; Teaching Standards; KERA goals
Sept. 2	Standards; Teaching Standards; KERA Valued Outcomes; Teaching Problem Solving
Sept. 9	Alternative Assessment; Teaching Problem Solving
Sept. 16	Developing Number Sense
Sept. 23	Developing Number Sense; Patterns and Functions
Sept. 30	Proportional Reasoning

Oct. 7	Connections; Affective Issues
Oct. 14	Midterm; Curricula and Syllabi
Oct. 17	KCTM meeting
Oct. 21	Teaching and Assessing Geometry
Oct. 28	Teaching and Assessing Measurement
Nov. 4	Data representation, graphing, and statistics
Nov. 11	Moving to Algebra; Using technology
Nov. 18	Moving to Algebra
Nov. 25	Thanksgiving Holiday—No Class
Dec. 2	Probability
Dec. 9	Connections; Looking ahead
Dec. 18	Final Exam

Reading List

1. Carnegie Council on Adolescent Development (1989). *Turning points: Preparing American youth for the 21st century (Executive Summary).* New York: Carnegie Corporation.
2. Cooney, T. J., & Hirsch, C. R. (eds.) (1990). *Teaching and learning mathematics in the 1990s* (1990 yearbook). Reston, VA: NCTM.
3. Coxford, A. F., & Shulte, A. P. (Eds.) (1988). *The ideas of algebra, K-12* (1988 yearbook). Reston, VA: NCTM.
4. Edwards, E. (ed.) (1990). *Algebra for everyone.* Reston, VA: NCTM.
5. Fey, J. T., & Hirsch, C. R. (Eds.) (1992). *Calculators in mathematics education* (1992 yearbook). Reston, VA: NCTM.
6. Johnson, D. R. (1982). *Every minute counts.* Palo Alto, CA: Dale Seymour Publications.
7. Kenney, M. J., & Hirsch, C. R. (Eds.) (1991). *Discrete mathematics across the curriculum, K-12* (1991 yearbook). Reston, VA: NCTM.
8. NCTM (1989). *Curriculum and evaluation standards for school mathematics.* Reston, Va: NCTM.
9. NCTM (1991). *Professional standards for teaching mathematics.* Reston: VA: NCTM.
10. Phillips, E. et al. (1991). *Patterns and functions.* Reston, VA: NCTM. (Addenda Series, Grades 5-8).
11. Reys, B. J. et al. (1991). *Developing number sense.* Reston, VA: NCTM. (Addenda Series, Grades 5-8.)
12. Stenmark, J. K. (Ed.) (1991). *Mathematics assessment: Myths, models, good questions, and practical suggestions.* Reston, VA: NCTM.
13. Trafton, P. R., & Shulte, A. P. (Eds.) (1989). *New directions for elementary school Mathematics* (1989 yearbook). Reston, VA: NCTM.
14. Van de Walle, J. A. (1990). *Elementary school mathematics: Teaching developmentally.* New York: Longman.
15. Zawojewski, J. S. et al. (1991). *Dealing with data and chance.* Reston, VA: NCTM. (Addenda Series, Grades 5-8).

UNIVERSITY OF KENTUCKY

EDC 347 Teaching and Communication in the Middle School

Instructor: Dr. Barbara Stinnett

A. PURPOSE:

The purpose of this course is to acquaint prospective middle school language arts teachers with methods of teaching language skills in grades 5-8. Particular emphasis is placed on integration: a) within the areas of language arts, and b) the role of language skills across the curriculum: communication skills, content area reading, the role of literature in the middle school program, the process of writing, mechanics of writing, integration of reading and writing, and instructional formats for language instruction.

B. TEXTS (REQUIRED):

Atwell, Nancie (1987). *In the middle: Writing, reading, and learning with adolescents.* Portsmouth, NH: Heinemann.

Course manual at Laser Graphics

C. COURSE REQUIREMENTS AND EVALUATION:

Grades for this course will be assigned on a 250 point scale:

A = 230-250
B = 210-229
C = 190-209
D = 170-189
E = 169 or below

1. *Dialogue Journals* - five times during the semester, students will submit a journal for feedback and a grade. This journal should contain ongoing personal observations and reactions to what is seen in the field placement and readings. Describe what you see and how it relates to you as a potential teacher. Particular emphasis should be placed on describing what takes place in reading and language arts, both within those specific classes and across other curricular areas. Strategies should be identified and discussed regarding outcomes and future implications for your own classroom. Further directions will be given in class (20 points).
2. *Lesson Plans* - Students must plan and implement three lesson plans while in their field placement, evaluate these lessons as to outcome and future options, and submit them for a grade in this class. The topics to be covered in these lessons include: fostering oral language skills, writing, and reading/writing in the content areas. A format for planning is included in the front of your course packet. (30 points: 10 each)
3. *Literature Evaluation* - Students will read and evaluate 5 trade books appropriate for students at the grade level of their placement. The trade books evaluated should have a common element (same author, same topic, etc.). Evaluation should include comments regarding literary elements (theme, setting, plot, characterization, and the treatment of feelings) as well as ones regarding its suitability for and potential usage with middle school students. This paper should be typed, double spaced, and approximately 8-10 pages in length. An appendix should contain an annotated bibliography for the books

evaluated. These annotations will be compiled by the instructor and distributed to class members at the end of the semester. The evaluation to be used is in the front of your course packet. (50 points)

4. Interdisciplinary Web - Students will select one of the books they evaluated for Assignment #3 and complete a web for that book. This web must contain a graphic representation as well as 4 general lesson plans depicting how the book will be integrated into the other content areas: include one plan for each of these areas: Social Studies, Science, Math, English/Literature. Specific guidelines for this project will be provided in class. Evaluation form is in the front of course packet. (50 points)
5. Examinations - Students will complete two examinations for this course: a midterm and a final. These exams will be essay/application in nature. A study guide will be provided for each exam. (100 points)

D. ATTENDANCE, LATE ASSIGNMENTS, ETC.

Regular attendance at, and participation in class is expected. More than two unexcused absences can result in a lowering of the final grade. It is also expected that assignments will be submitted on their due dates. This policy is instituted primarily to prevent students from becoming overloaded at the end of the semester. Late assignments will be penalized 20% of their point value if submitted within one week of their due dates. Further penalties will be assessed if the assignments are turned in beyond that point.

TENTATIVE COURSE CALENDAR

DATE	TOPIC	READINGS	TASK DUE
8/26	Introduction to course		
8/31	Language acquisition and development	Survey Reed Chapters 1-5	
9/2	Reading in the middle school	Allington (1990) McWhirter (1990) Tierney & O'Flavanan (1989)	
9/9	The role of literacy skills in content areas	Peresich et al. (1990) Propst (1989)	
9/14	The role of literacy in content areas	Vacca et al. (1989)	
9/16	Writing in the middle school	Kuhrt & Farris (1990) Cheatham (1989)	
9/21	Responses to middle school writers	Arth & Braun (1986) Silver (1989)	
9/23	Writing: the process approach	Atwell, Chapter 3 Dudley (1989)	Dialogue Journal
9/28	Writing: the process approach	Atwell, Chapter 4	

9/30	Writing: the process approach	Atwell, Chapter 5	
10/5	Writing: the process approach	Atwell, Chapter 6	
10/7	The role of literature in the middle school	Korbin, Chapter 7	Dialogue Journal
10/12	The role of literature in the Middle School	Korbin (8 & 10) Ash (1990)	Lesson Plan
10/14	Mid-term exam		
10/19	Methods of responding to literature	Atwell, Chapters 7 & 8	
10/21	Methods of responding to literature	Lindberg (1988) Dionisio (1989)	
10/26	Methods of responding to literature	Gilles (1989) Bell (1988)	Dialogue Journal
10/28	Mini-lessons within literary study	Atwell, Chapter 9	
11/2	Story structure Characterization	Galda (1987) Monson (1987)	
11/4	Content area reading and writing: discussion web	Cunningham(1987) Alvermann (1991)	Lesson Plan
11/9	Reading and writing connections	Atwell, Chapter 10 Hamann, et al (1991)	Dialogue Journal
11/11	Reading and writing connections	Oberlin & Shugarman (1988) Sharp (1989)	Literature Eval.
11/16	Language arts and integrated units	Roehler et al. (1990) Meyer et al. (1990)	
11/18	Language arts and integrated units	Cooter & Griffith (1989) Moore et al., (1986)	
11/23	Cooperative learning in language arts	Wood (1987)	Web due
12/2	Motivation in reading and writing	Bidwell (1990)	Dialogue Journal
12/7	Motivation in reading and writing	Helmstetter (1987)	
12/9	Optional topic		

Course summary

FINAL EXAM - FRIDAY, 12/18 at 8:00 a.m.

BIBLIOGRAPHY

Allington, R. L. (1990). What have we done with the middle? In G.G. Duffy (Ed.). *Reading in the middle school* (pp.32-40). Neward, DE: International Reading Association.

Alvermann, D. E. (1991). The discussion web: a graphic aid for learning across the curriculum. *The Reading Teacher, 45 (2)*, 92-99.

Arth, A., & Braun, J. (1986). Responding to students' writing - the 3-A model. *Middle School Journel, 16 (2)*, 18-20.

Ash, B. H. (1990). Reading assigned literature in a reading workshop. *English Journal, 79 (1)*, 77-79.

Bell, L. (1988). Let them READ: Using the thematic approach to teach reading. *Middle School Journal, 19 (2)*, 16-17.

Bidwell, S. (1990). Using drama to increase motivation, comprehension, and fluency. *Journal of Reading, 34 (1)*, 38-41.

Cheatham, J. (1989). Piaget, writing instruction and the middle school. *Middle School Journal, 20 (4)*, 14-17.

Cooter, R., & Griffith, R. (1989). Thematic units for middle school: an honorable seduction. *Journal of Reading*, 32 (8), 676-8.

Cunningham, P. M. & Cunningham, J. W. (1987). Content area reading writing lessons. *The Reading Teacher, 41 (6)*, 506-512.

Dionisio, M. (1989). Filling empty pockets: remedial readers make meaning. *English Journal, 78 (1)*, 28-32.

Dudley, M. (1989). The writing workshop: structuring for success. *English Journal, 78* (1), 28-32.

Galda, L. (1987). Teaching higher order thinking skills with literature: Intermediate grades. In B. Cullinan (Ed.), *Children's literature in the reading program* (pp.89-95). Newark, DE: International Reading Association.

Hamann, L. S., Schultz, L., Smith, M. W., & White, B. (1991). Making connections: the power of autobiographical writing before reading. *Journal of Reading, 35* (1), 24-28.

Helmstetter, A. (1987). Year-long motivation in the 8th grade "reluctant" class. *Journal of Reading, 31* (3), 244-47.

Korbin, B. (1988). *Eyeopeners :How to choose and use children's books about real people, places, and things.* New York: Penguin. (Ch. 7, 8, 10).

Kuhrt, B., & Farris, P. (1990). Empowering students through reading, writing, and reasoning. *Journal of Reading, 33* (6), 436-41.

Lindberg, B. (1988). Teaching literature: the process approach. *Journal of Reading, 31* (8), 732-35.

McWhirter, A. (1990). Whole language in the middle school. *The Reading Teacher, 43* (8), 562-65.

Meyer, J., Youga, J., & Flint-Ferguson, J. (1990). Grammar in context: why and how. *English Journal, 79* (1), 66-70.

Monson, D. (1987). Characterization in literature: realistic and historical fiction. In B. Cullinana (Ed.). *Children's literature in the reading program* (pp. 98-110). Newark, DE: International Reading Association.

Moore, D., Moore, S., Cunningham, P., & Cunningham, J. (1986). *Developing readers and writers in the content areas.* New York: Longman. (Ch. 6).

Oberlin, K., & Shugarman, S. (1988). Purposeful writing activities for students in middle school. *Journal of Reading, 31* (8), 720-23.

Peresich, M., Meadows, J., & Sinatra, R. (1990). Content area cognitive mapping for reading and writing proficiency. *Journal of Reading, 33* (6), 424-32.

Probst, R. (1989). Teaching the reading of literature. In D. Lapp, J. Flood, & N. Farnan (eds.): *Content area reading and learning* (pp.179-86). Englewood Cliffs, NJ: Prentice-Hall.

Reed, A. J. S. (1988). *Comics to classics: A parent's guide to books for teens and pre-teens.* Newark, DE: International Reading Association.

Roehler, L., Fley, K., Lud, J., & Power, C. (1990). Developing integrated programs. In G. G. Duffy (Ed.). *Reading in the middle school* (pp.184-199). Newark, DE: International Reading Association.

Sharp, S. (1989). Using content subject matter with LEA in the middle school. *Journal of Reading, 33* (2), 108-112.

Silver, K. (1989). The extended conference: a technique to encourage writing. *English Journal, 78* (1), 24-27.

Slavin, R. (1989). A cooperative learning approach to content area. In D. Lapp, J. Flood, & N. Franan (Eds.). *Content area reading and learning* (pp.330-45). Englewood Cliffs, NJ: Prentice-Hall.

Tierney, R., & O'Flavanan, J. (1989). *Literacy, learning and student decision making.* In D. Lapp, et.al., (pp.197-303).

Vacca, R. T., Vacca, J. L., & Rycik, J.A. (1989). *Planning and organizing successful learning environments.* In D. Lapp, et al., (pp.320-28).

Wood, K. (1987). Fostering cooperative learning in middle and secondary classrooms. *Journal of Reading, 31* (1), 10-18.

Appendix D

SELECTED VERMONT COLLABORATIVE SYLLABI

Course A: Young Adolescent Development
3 Graduate Credits

Rationale

In order for educators to effectively serve their constituents, they must understand them and the growth processes that pertain to their time of life. The essence of the movement is to restructure schooling that complements the nature and needs of ten to fourteen year old students. Current human development theory and research point to early adolescence as a period of extensive personal changes that emphasizes individual differences and variability. This course examines selected domains of such personal change and identifies exemplary practices supportive of those changes.

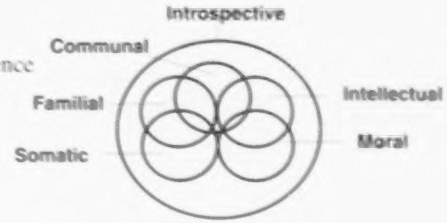
Goals

As a result of this course, students will demonstrate:

- an understanding of the intellectual, somatic, and psychosocial changes occurring during early adolescence.
- appreciation for the roles and expectations confronting young adolescents in contemporary family and community life.
- skill in using selected inquiry techniques to enhance ongoing learning about one's young adolescent students.
- understanding of the reciprocal relationships between selected human development issues and middle level school strategies.

Content Outline

1. Studying Young Adolescents
    a. acknowledging and renouncing the stereotype
    b. defining "development nature and needs"
    c. caveats of transition during early adolescents
    d. understanding children in schools
    e. cross-cultural perspectives
    f. cultivation of personal efficacy
    g. shadow studies
    h. inquiries
2. Developmental Domains of Early Adolescence
   Domains — An Organizational Concept



3. Introspection
    a. spiritual development - personal efficacy
    b. moral development: Kohlberg, Gilligan, Lickona
4. Intellectual Development
    a. transition in thinking and learning: individual differences
    b. developmental stage theory: Piaget
    c. multiple intelligences: Gardner
    d. learning styles: Kolb, Gregorc, McCarthy
    e. hemisphericity: Edwards
    f. brain periodization theory: Epstein
5. Somatic Development
    a. stages of somatic development and sexual changes
    b. female development
    c. male development
    d. early and late maturation
    e. health issues
        — nutrition
        — exercise and stamina
        — personal hygiene
6. Familial Domain
    a. multiple life changes
    b. nuclear and extended families
    c. authorative parenting
    d. influence of particular culture and family as context, including social class and mobility
7. Communal Domain
    a. identity formation needs
    b. belonging needs
    c. peer influences and contemporary culture
    d. problems of adolescence
8. Implications for Schooling
    a. documenting developmental changes
    b. curriculum development as human development
    c. peer influences and contemporary culture
    d. problems of adolescence

Resources

Atwater, E. (1988). *Adolescence.* Englewood Cliffs, NJ: Prentice-Hall.

Beane, J. A., & Lipka, R. (1987). *When the kids come first: Enhancing self esteem.* Columbus, OH: NMSA.

Benson, P., Williams, D., & Johnson, A. (1988). *The quicksilver years: The hopes and fears of early adolescence.* (Search Institute) San Francisco: Harper & Row.

Elkind, D. (1984). *All grown up and no place to go.* NY: Addison-Wesley.

Rice, F. P. (1990). *The adolescent.* (6th ed.) Boston: Allyn & Bacon.

Simmons, R. G., & Blyth, D. A. (1987). Moving into adolescence: *The impact of pubertal change and school context.* New York: Aldine De Gruyter.

Sternberg, J. (1985). *Adolescence.* NY: Knopf.

Stevenson, C. (1992). *Teaching ten to fourteen year olds.* New York: Longman.

Van Hoose, J., & Strahan, D. (1988). *Young adolescent development and school practices: Promoting harmony.* Columbus, OH: National Middle School Association.

Sample Assignments

- Read assigned readings and participate in class activities.
- Carry out shadow study, summarize insights in writing, and present findings to classmates.
- Conduct an inquiry into pertinent dimensions of students' lives and present findings in writing and to classmates.
- Summarize in writing the developmental circumstances of one young adolescent student.
- Create a brochure and accompanying workshop for parents highlighting key aspects of early adolescent development.

VERMONT COLLABORATIVE SYLLABI

Course B: Developmentally Appropriate Curriculum and Pedagogy
2 Graduate Credits

Rationale

Curriculum and pedagogy, seen as both the overall plan for learning and teaching and as the lived experience of the learner, are the heart and soul of any school. Effective, humane, and alive middle grades programs must be rooted in a deep understanding of diverse curriculum and instructional methods based on an integrative perspective and a developmental approach to the middle grades learner. If educators have personal experience with curriculum practices that are unfamiliar to them, they will be more successful in implementing these with their middle grades students. Therefore, the content of this course will be modeled in the teaching of this course. By experiencing and reflecting on an integrative, developmental approach to middle level curriculum and pedagogy, middle level educators will become more committed to implementing this approach in their schools.

Goals

As a result of this course, students will demonstrate:

- the ability to facilitate diverse approaches to curriculum (disciplinary, multi-disciplinary, interdisciplinary, integrated, and integrative) that support all areas of development (physical, cognitive, intuitive, social emotional, moral, and spiritual) and which represent a variety of perspectives, including global and multicultural perspectives.
- the ability to facilitate multiple instructional strategies in the context of student-directed, cooperative, democratic, inquiry-based, active, "hands-on," "real-life," aesthetically-based, brain compatible, creative approaches to learning.
- the ability to use authentic methods to assess student learning.

Content Outline

1. Content and Goals of the Middle Level Curriculum
    a. development as the aim of curriculum
    b. development of personal efficacy
    c. enlightened, responsible youngsters
    d. what is it that's important to learn?
2. Middle Level Curriculum Models
    a. integrated curriculum
    b. orbital studies/independent studies
    c. home-school studies (kids work on something with parents/teacher consults with parents)
    d. community service learning
    e. design technology
    f. exploratory programs

3. Mind-based Theories as the Basis for Curriculum
    - a. latest brain models
    - b. learning styles
    - c. multiple intelligences: verbal and linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal and intrapersonal)
4. Global and Multi-cultural Curriculum Perspectives
5. Instructional Strategies for Heterogenous Settings
    - a. cooperative learning
    - b. reading and writing to learn/writing process and reading/writing workshops
    - c. drama, role playing, and simulations
    - d. inquiry
    - e. group process, democratic management, and conflict resolution
    - f. apprenticeships and internships
    - g. developmentally appropriate, discipline specific strategies for math, science, reading, writing, literature, social studies, music, visual arts, and physical education
6. Assessment of Student Learning
    - a. What does each student know? What can s/he do? What can s/he provide evidence of?
    - b. student accountability and personal responsibility for learning
7. Development, Implementation, and Evaluation of New Middle Level Curriculum

Resources

Atwell, N. (1987). *In the middle: Writing, reading, and language with adolescents.* Portsmouth, NH: Heinemann.

Beane, J., & Lipka, R. (1984). *Self-concept, self-esteem, and the curriculum.* Boston, MA: Allyn & Bacon.

Beane, J. A. (1990). *A middle school curriculum: From rhetoric to reality.* Columbus, OH: NMSA.

Bergman, S., & Rudman, G. (1985). *Decision making skills for middle school students.* Washington, DC: National Education Association.

Fogarty, R. (1991). *The mindful school: How to integrate curriculum.* Palatine, IL: Skylight.

Johnson, D., & Johnson, R. (1975). *Learning together and alone.* Englewood Cliffs, NJ: Prentice-Hall.

Joyce, B., & Weil, M. with Showers, B. (1992). *Models of Teaching.* Boston: Allyn & Bacon.

Lazear, D. (1991). *Seven ways of knowing: Teaching for multiple intelligences.* Palatine, IL: Skylight.

Lazear, D. (1991). *Seven ways of teaching: The artistry of teaching with multiple intelligences.* Palantine, IL: Skylight.

Marzano, R. (1992). *A different kind of classroom.* Alexandria, VA: Association for Supervision and Curriculum Development.

Slavin, R. E. (1983). *Cooperative learning.* NY: Longman.

Stevenson, C. (1992). *Teaching ten to fourteen year olds.* New York: Longman.

Stevenson, C., & Carr, J. F. (1992). *Integrated studies in the middle grades: "Dancing through walls."* NY: Teachers College Press.

Sample Assignments

- Keep a journal of the entire experience, utilizing reflective personal writing, poetry, drawings, diagrams, collages, videos, music tapes, etc.
- Work in a group on a major integrative piece of curriculum based on models from class.
- Conduct a shadow study of a middle grades student.
- Experiment with approaches from class with middle level students. Record and assess results.
- Read books/articles of choice and share information in small groups.
- Write an article for a professional journal on a topic related to content of the course.

VERMONT COLLABORATIVE SYLLABI

COURSE C: The Middle Level School Organization
2 Graduate Credits

Rationale

Students in the middle grades deserve organizational settings which meet their particular needs. Those wishing to create an environment which supports good middle level education must pay as much attention to context as to event, focusing on setting, philosophy/attitude, context, and climate. In Vermont, ten to fourteen year old students are found in schools representing a wide variety of organizational configurations, the most common of which are K-5, K-6, (5)6-8, 7-12, and K-12. Each of these presents certain opportunities and limitations with regard to design of structures which support developmentally appropriate educational experiences for young adolescents — shared governance/leadership, interdisciplinary teaming, block scheduling, teacher advisories, etc.

Goals

As a result of this course, students will demonstrate:

- knowledge of specialized professional techniques associated with the middle school concept, including advisory programs, interdisciplinary team organization, school and classroom grouping practices, scheduling options, exploratory programs, coordination of education/health/social services and parent/community involvement.
- understanding of the principles of transformational leadership and shared governance involving teachers, students, administrators, parents, and the community.
- ability to involve key participants in the design and implementation of a shared vision/ mission.

Content Outline

1. The Middle Level School Organization As Necessary But Not Sufficient
    a. a means, not an end
    b. history of the middle school movement
2. Interdisciplinary Team Organization
    a. colleagueship, cooperation, and collaboration
    b. reconceptualizing and improving the schooling experience of young adolescents
    c. establishing procedures for management and grouping
    d. scheduling time
    e. planning, integrating, and sharing curriculum
    f. communicating with others: parents, community, other teams, administration
    g. common planning time
3. Advisory Programs
    a. connecting child/school/family
    b. monitoring each child's development
    c. assuring the child is known well by at least one adult in the school
    d. advocacy

    e. daily meetings
    f. small groups
    g. examples of advisory activities
4. Shared Governance
    a. purposes
    b. models and methods
5. Scheduling Options and Examples
6. Coordination of Education, Health and Social Services
7. Parent and Community Involvement in Schools

Resources

Alexander, W. M. (1969). *The emergent middle school.* New York: Holt, Rinehart, and Winston.

Alexander, W., & George, P. (1981). *The exemplary middle school.* New York: Holt, Rinehart, and Winston.

Carnegie Council on Adolescent Development (1989). *Turning points: Preparing American youth for the 21st century.* Washington, DC: Carnegie Council on Adolescent Development.

Eichhorn, D. (1968). *The middle school.* New York: Center for Applied Research In Education.

George, P., & Lawrence, G. (1982). *Handbook for middle school teaching.* Glenview, IL: Scott, Foresman.

Lipsitz, J. (1984). *Successful schools for young adolescents.* New Brunswick, NJ: Transaction Books.

Merenbloom, E. (1988). *Developing effective middle schools through faculty participation.* Columbus, OH: National Middle School Association.

Merenbloom, E. (1991). *The team process in the middle school: A handbook for teachers.* Columbus, OH: National Middle School Association.

Myers, J., & Monson, L. (1992). *Involving families in middle level education.* Columbus, OH: National Middle School Association.

Spencer, C. (1990). *One TA to grow please!: A workbook of teacher advisory ideas and activities.* Middlebury, VT: Vermont Association for Middle Level Education.

Stevenson, C. (1992). *Teaching ten to fourteen year olds.* New York: Longman.

Van Hoose, J., & Strahan, D. (1988). *Young adolescent development and school practices: Promoting harmony.* Columbus,OH: National Middle School Association.

Sample Assignments

- Schedule a professional day in a middle grades setting at a school of your choice. Write a reflective piece in which you process what you experience.
- Lead a group through the design of a middle level mission statement.
- Develop a one day in-service session related to middle level school organization for your district. Design a budget for it.
- Design an activity to use with your peers which supports growth as a middle level educator.

- Develop a school climate survey for use in a middle grades setting. Conduct the survey and summarize the results.
- Write a five page synthesis paper based on the major literature on parent/school involvement. Suggest two initiatives your school could undertake to move in this direction.
- Write a paper in which you describe "ideal" middle level education in one of the grade level configurations common in Vermont.
- Develop an appropriate middle level schedule/calendar for your setting and describe how you would staff this organizational arrangement.
- Critique five journal articles related to course topics.
- Develop a teacher's handbook for a teacher advisory program to be implemented in your school. Include details about its function and organization.

VERMONT COLLABORATIVE SYLLABI

Authentic Assessment: From Paradigm Shift to Practicality
1 Graduate Credit

Developed by Peter Straub, Middlebury Union Junior High School

Rationale

Why do we need to assess student learning? Is it for the diagnosis of an individual student's learning, for overall program assessment, or because of public accountability? Does the answer lie somewhere in the middle?

Central to the mission of middle grades programs and to the growth of middle grades children themselves is the development of ways to identify and document the academic growth of students in meaningful ways. Authentic assessment accesses student's learning through a wide variety of activities and methods so that each student's true learning is given a chance to be presented. The development of strategies to reflect on and share this learning must occur in meaningful and useful ways. An essential element in assessment is the active role that the students play in monitoring their own growth as learners.

The implications of authentic assessment strike at the core of the curriculum and how it is implemented.

Goals

As a result of this course, students will demonstrate:

- understanding of the difference between assessment and evaluation, both in their nature and their roles, and become familiar with a variety of authentic assessment vehicles.
- understanding of the implication that authentic assessment will require a change in the traditional delivery of curriculum, including the reality that assessment and learning activities become indistinguishable.
- the appreciation that a student's insight into his/her own learning and its monitoring is (at least) as important as the teacher's insight and monitoring.
- the ability to develop a variety of assessment tools for their classroom use that will allow for authentic assessment and its reporting, monitoring, managing and reflection on the student's own "learner's voice."

Content Outline

1. Assessment vs. Evaluation
    a. why do either?
    b. nature and roles
    c. performance assessment vs. authentic assessment
2. Authentic Assessment Models
    a. needed variety
    b. students integral role and accountability
    c. monitoring & managing
    d. reporting

3. Implications of authentic assessment for curriculum implementation
    a. learning activities that allow for a variety of learning styles
    b. students' need to find their own "voice"
    c. similarities between true authentic assessment and learning activities

Resources

Beane, J. A. (1990). *A middle school curriculum: From rhetoric to reality.* Columbus, OH: NMSA

Eisner, E. (1991). What really counts in schools. *Educational Leadership, 48*(5),10-17.

Perrone, V. (Ed.) (1991). *Expanding student assessment.* Alexandria,VA: Association for Supervision and Curriculum Development. State of Vermont, Mathematics Portfolio Materials.

Stevenson, C. (1986). *Teachers as inquirers: Strategies for learning with and about early adolescents.* Columbus, OH: NMSA

Stevenson, C. (1992). *Teaching ten to fourteen year olds.* New York: Longman.

Stevenson, C., & Carr, J. F. (1992). *Integrated studies in the middle grades: Dancing through walls.* NY: Teachers College Press.

Wiggins, G. (1989). The futility of trying to teach everything of importance. *Educational Leadership, 47*(3), 44-48, 57-59.

Wiggins, G. (1991). Standards, not standardization: Evoking quality student work. *Educational Leadership, 48*(5), 18-25.

Sample Assignments

- Prepare and present a personal statement on what assessment "ought to be," including the "ideal" as well as the perceived roadblocks and hurdles. The vehicle for this statement will depend on each "learner's voice."
- Critique selected journal articles related to authentic assessment.
- Develop an assessment tool for use in your classroom setting that will allow for authentic assessment and its reporting and monitoring.
- Prepare an explanation for parents on how the assessment of their children is changing and why.

VERMONT COLLABORATIVE SYLLABI

CONFLICT RESOLUTION AND MEDIATION: BUILDING COMMUNITY AND FACILITATING GROUP PROCESS

1 Credit Module

Madelyn Nash, Swanton Central School

Rationale

We live in a world that increasingly requires cooperation among diverse peoples and an understanding of how to deal with conflicting viewpoints. When educators use conflict resolution and mediation skills, they enable their interdisciplinary teams to function effectively. Moreover, educators also serve as models for their students when they demonstrate and teach these skills as a way to build community within their classrooms and school. This course will focus on the teacher as a role model, teaching students conflict resolution skills, and ways to integrate the theme of conflict resolution into the curriculum.

Goals

As a result of this course, students will demonstrate:

- understanding of the basic elements of conflict and of factors that contribute to or lessen conflict, conflict styles, and their developmental context, and how conflict skills, negotiation, and the mediation process contribute to effective relationships; the ability to analyze their own conflict styles, to identify ways their teams can function more effectively using these skills, and to plan next steps for implementing a student mediation program in their schools;
- the disposition to use conflict resolution and mediation as a means of encouraging problem solving and to use these skills as a way to build community, to construct effective interdisciplinary teams, and to empower middle grades students.

Course Outline

1. Conflict
    a. elements of conflict
    b. conflict styles
    c. curricular themes
2. Conflict Resolution
    a. definition and processes
    b. conflict resolution skills
    c. mediation
    d. negotiation
3. Peer Mediation
    a. definition and processes
    b. team functioning
    c. implementing programs

Resources

Aycox, F. (1985). *Games we should play in school.* CA: Front Row Experience.

Crary, E. (1984). *Kids can cooperate: A practical guide to teaching problem solving.* Seattle, WA: Parenting Press.

Drew, N. (1987). *Learning the skills of peacemaking.* CA: Jalmar Press.

Johnson, D., & Johnson, R. (1991). *Teaching children to be peacemakers.* Edina, MN: Interaction Book Company.

Judson, S. (Ed.) (1977). *A manual on nonviolence and children.* Philadelphia,PA: New Society Publishers.

Kriedler, W. (1984). *Creative conflict resolution.* IL: Scott, Foresman & Co.

Schrumpf, F., Crawford, D., & Usadel, H. C. (1991). *Peer mediation conflict resolution in the schools.* (Program Guide and Student Manual). Champaign, IL: Research Press Company.

Wichert, S. (1989). *Keeping the peace: Practicing cooperation and conflict resolution with preschoolers.* Philadelphia, PA: New Society Publishers.

Sample Assignments

- Develop a team mission statement.
- Develop an organizational structure that will be used for the team's daily functioning.
- Select and describe the system that will be used for team decision making.
- Select an instrument(s) to monitor the health of the team and create a schedule showing when the monitoring will occur throughout the year.
- Develop a regular system of communication including dates and format that will be used to keep the members of the school community informed about the team's activities.
- Create activities and a schedule for implementation that will celebrate the team's success.

VERMONT COLLABORATIVE SYLLABI

COURSE MODULE: INTERDISCIPLINARY CURRICULUM

1 Graduate Credit

Developed by Carol Smith, Shelburne Middle School

Rationale

Interdisciplinary curriculum is an effective curriculum model that supports the developmental needs of young adolescents and an integrative approach to learning. Practice with a variety of planning strategies gives teachers a real opportunity to find the most effective way to develop an integrative approach to learning and teaching. An actual unit will be developed during this module.

Goals

As a result of this course, students will demonstrate:

- an understanding of the characteristics of interdisciplinary curriculum and their relationship to the developmental needs of young adolescents.
- an awareness of the advantages and disadvantages of teaching interdisciplinary curriculum.
- exploration of a variety of approaches for planning interdisciplinary curriculum.
- the ability to plan an interdisciplinary unit that includes a variety of teaching, learning, assessment, and evaluation strategies.

Content Outline

1. Good Teaching, Good Learning
    a. developing a definition
    b. identifying roadblocks
2. Interdisciplinary Curriculum: What is it? Why do it?
    a. characteristics
    b. advantages/disadvantages for teaching and learning
    c. sample units
3. Teaching/Assessing Interdisciplinary Curriculum
    a. role of the teacher
    b. role of the student
    c. sample units
4. Planning Interdisciplinary Curriculum
    a. choosing a topic
    b. exploring planning models
    c. planning a unit

Resources

Beane, J. A. (1990). *A middle school curriculum: From rhetoric to reality.* Columbus, OH: National Middle School Association.

Brazee, E., & Capelluti, J. (1992). Middle level curriculum: Making sense. *Middle School Journal, 23(3)*, 11-15.

Bergman, S., & Rudman, G. (1985). *Decision making skills for middle school students.* Washington, DC: National Education Association.

Fogarty, R. (1991). Ten ways to integrate curriculum. *Educational Leadership, 49*(2), 61-65.

Interweaving the threads of learning: Interdisciplinary curriculum and teaching (1992). *NASSP Curriculum Report*, February.

Stevenson, C., & Carr, J. F. (1992). *Integrated studies in the middle grades: "Dancing through walls."* NY: Teachers College Press.

The Vermont Middle Grades Task Force. (December 1991). *The middle matters: Transforming education for Vermont's young adolescents.*

Sample Assignments

- In a small group, develop an interdisciplinary unit.
- Read assigned readings and participate in class discussions and activities.
- Reflect on the implications of interdisciplinary curriculum for one's own teaching situation.
- Demonstrate understanding of characteristics of interdisciplinary curriculum/developmental needs of young adolescents by creating a brochure, a workshop for parents, a newspaper article, a school board presentation or a faculty meeting presentation.

VERMONT COLLABORATIVE SYLLABI

INTRODUCTION TO COOPERATIVE LEARNING
1 Credit Module

Developed by Marilyn Hindes and Charlotte Kenney,
Colchester Middle School

Rationale

Participants will be introduced to cooperative learning as a teaching strategy which allows them to incorporate social skills instruction with academic content. They will be introduced to the basic elements of the teacher's role in implementing this strategy in the middle grades classroom.

Goals

As a result of this course, students will:

- implement cooperative learning in their classrooms.
- have strategies for teaching social skills necessary for cooperative learning.
- know the importance of including a variety of goal structures in their teaching repertoire.

Course Outline

1. Why to Use Cooperative Learning Groups
    a. academic achievement
    b. student as active participant in learning
    c. improvement of interpersonal relationships
    d. needs of business and industry
2. Basic Elements of Cooperative Learning Groups
    a. face-to-face interaction
    b. positive interdependence
    c. individual accountability
    d. social skill acquisition
3. Teacher's Role in Cooperative Learning
    a. setting the lesson
    b. monitoring the lesson
    c. processing the lesson
    d. evaluating the lesson
4. Developing Interpersonal and Group Skills
    a. identifying need for skill
    b. ensuring students understand need for skill
    c. setting up practice situations
    d. processing students use of skill
    e. ensuring the students persevere in practicing skill

5. Processing the Social Skills
    a. identification of effective behaviors
    b. identification of areas of improvement
    c. generalization of one learning situation to other groups situations
6. Developing Lesson Plans
    a. choosing a starting point
    b. adapting existing plans
    c. formats for cognitive and interpersonal skill development
7. Support Strategies for Continued Use of Cooperative Learning

Resources

Brandt, R. (Ed.) (1991). *Cooperative learning and the collaborative school: Resources from Educational Leadership.* Alexandria, VA: Association for Supervision and Curriculum Development.

Johnson, D., & Johnson, R. (1988). *Circles of learning.* Alexandria, VA: Association for Supervision and Curriculum Development.

Roy, P. A. (1990). *Cooperative learning: Students learning together.* Richfield, MN: Patricia Roy Company.

VERMONT COLLABORATIVE SYLLABI

Observation Skills: Understanding and Doing
1 Credit Module

Developed by Judith M. Meloy, Castleton State College

Rationale

The purpose of this one credit module is to provide explicit instruction and enable focused practice around the concept of observation as an important assessment tool. Although teachers observe and rate their students all of the time, explicit guidelines for appropriate observation and rating practices can only enhance their ability to do so conscientiously and effectively. The role of observation within the context of action research will also be explored.

Goals

As a result of this course, students will:

- know the purposes of observation, rating, and ranking in the classroom, their differences and similarities
- understand the role of observation, analysis, and interpretation within the larger context of reflective practice and action research
- use already available observation, ranking and rating instruments to collect, analyze, and interpret
- develop their own observation, rating, and ranking instruments
- value their own abilities to make accurate assessments based on observational, rating, and ranking data
- value the importance of alternative assessment strategies to inform practice

Teaching/Learning Strategies

- lecture
- readings
- group practice and discussions
- individual assignments in classroom settings
- journals (keeping and sharing)
- peer review of group/individual practice exercises (with guidance provided)
- analysis of videotapes
- a performance-based "summative" experience (probably a case study, common experience or analysis of journal assignment)

Resources

Borg, W. R. (1987). *Applying educational research.* (2nd edition). NY: Longman.

Borg, W. R., & Gall, M.D. (1983). *Educational research.* (4th edition). NY: Longman.

Maruyama, G., & Deno, S. (1992). *Research in educational settings.* Beverly Hills: Sage.

Popham, W. J. (1990). *Modern educational measurement.* Englewood Cliffs, NJ: Prentice-Hall.

Salvia, J., & Ysseldyke, J. E. (1991). *Assessment.* Boston: Houghton Mifflin.

Spradely, J. P. (1980) . *Participant observation.* NY: Holt, Rinehart & Winston.

Thorndike, et al. (1991). *Measurement and evaluation in psychology in education.* (5th edition) NY: Macmillan.

VERMONT COLLABORATIVE SYLLABI

Team Development
1 Credit Module

Developed by Garet Allen-Malley, Trinity College

Rationale

The essence of the middle school structure is the organizational arrangement of the team. Team development is a very defined process that goes through recognizable stages for both the group and individual team members. In addition, certain elements must be addressed at various stages of team growth and development in order for the team to function and thrive. The purpose of this module is to introduce these stages and elements and provide the experience of actively working with these to fit the team's current and future needs.

Goals

As a result of this course, students will:

- possess the knowledge and skills to create and maintain an effective team.
- control the quality and effectiveness of their own team.
- understand they are stronger as a group than they are as individuals.
- realize that healthy productive teams are a direct result of the mental and physical well being of individual team members.

Process

Team members will:

- identify the various stages of team development.
- understand the importance of shared team vision and its impact on team growth and development.
- identify their own as well as team members' cognitive style/problem solving approach, plot these various styles on a grid, and identify areas of possible dissonance within the team.
- practice using a variety of decision making strategies.
- practice using a variety of team organizational structures.
- identify their communication links with various members of the school community.
- practice using various approaches to monitoring the health of the team.

Resources

Arbuckle, M., & Murray, L. (1989). *Building systems for professional growth.* Andover, MA: The Regional Laboratory for Educational Improvement of the Northeast and Islands.

Baskin, W., & Aronoff, E. (1980). *Interpersonal communication in organizations.* Glenview, IL: Scott, Foresman and Company.

Friend, M., & Cook, L. (1992). *Interactions: Collaboration skills school professionals.* White Plains, NY: Longman.

Merenbloom, E. (1991). *The team process in the middle school. A handbook for teachers.* Columbus, OH: National Middle School Association.

Mink, O., & Mink, B. (1987). *Groups at work.* Englewood Cliffs, NJ: Educational Technology Publications.

Saxl, E., & Miles, M. (1989). *Assisting change in education.* Alexandria,VA: ASCD.

Sample Assignments

- Develop a team mission statement.
- Develop an organizational structure that will be used for the team's daily functioning.
- Select and describe the system that will be used for team decision making.
- Using information about one's cognitive style/problem solving approach, write a reflection paper that identifies specific situations that make you difficult to work with on a team.
- Select an instrument(s) to monitor the health of the team and create a schedule of when the monitoring will occur throughout the year.
- Develop a regular system of communication, including dates and format, that will be used to keep the members of the school community informed about the teams activities.
- Create activities and a schedule for implementation that will celebrate the team's successes.

The most comprehensive volume yet of a topic universally recognized as a key to the continued success of the middle school movement—specialized teacher preparation. In addition to a careful review of the status of middle level teacher education and the presentation of valuable generalizations and guidelines to direct it, the book features full descriptions of fourteen successful middle level teacher education programs.

These profiles are not bland descriptions of courses and sequences; rather they are narratives filled with cutting-edge teacher education practices. The extent of field-based experiences, their variety, the high degree of genuine collaboration with public school teachers, and the modeling done by college faculty are impressive.

This book makes it evident that middle level teacher preparation, although long neglected, is now setting the pace for teacher education generally as middle level education itself has become the educational reform pacesetter.

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